 South Carolina Department of Education Together, we can.	PCI School Competitive Grant	FOR SCDE USE ONLY
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COVER PAGE

Targeted Grade Level(s):	4th and 5th Grades	Is the application applying for competitive priority points?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Originating Schools and Districts (if students are coming from different schools or districts)		2006 Absolute Rating of School	2006 Improvement Rating of School
(1) Cherrydale Elementary School		Below Average	Unsatisfactory
(2)			
(3)			
Percentages of Students Scoring Basic or Below Basic in any two or more 2007 PACT subject areas in grades 3-7 <u>80%</u>			
School, grade levels, and total enrollment	ELA	Math	SCI SS
(1) school			
(2) school (as needed)			
(3) school (as needed)			

Partnership Information

Name of Partner University of South Carolina
Name of School District Serving as Fiscal Agent Greenville County Schools
Unit or Department Department of Educational Leadership and Policies
Mailing Address Wardlaw College, 3rd Floor
City, State, Zip Code Columbia, SC 29208

Contact Information

Contact Person at District Dr. Patricia Burns
Title/Position Deputy Superintendent of Schools
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Office Telephone 864-355-3142 **Fax** 864-355-9264
Mailing Address P.O. Box 2848
City, State, Zip Greenville, SC 29602
Signature of Contact Person: *Patricia L. Burns*


Funding Information (Funding Period: From January 2008 to June 2009)

Year 1 Funds Requested (insert below)	Year 2 Funds Requested:	Total Funds Requested
\$ 359,625	\$ 236,679	\$ 596,304

Certification: I hereby certify that, to the best of my knowledge, the information and data contained in this application are true and correct. The applicant's governing body has duly authorized this application and document, and the applicant will comply with the attached assurances and terms and conditions if the grant is awarded.

Patricia L. Burns 11/27/07 *Lyn Harrell* 11/27/07
 Signature of Authorized Official for Fiscal Agent Date Signature of Authorized Official for Primary Partner Date

*Original signatures must be in blue ink. No electronic signatures will be accepted.

 <p>South Carolina Department of Education Together, we can.</p>	<p>PCI School Competitive Grant</p> <p>Application Cover Page</p>	<p>FOR SCDE USE ONLY</p> <p>Date Received: _____</p> <p>Received By: _____</p>
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Partner Identification Form

Name of Fiscal Agent: Greenville County Schools

Name of Project: Multiple Intelligences and Single Gender School-within-a-school at Cherrydale Elementary

Include a Partnership Identification Form for each partner institution/organization.

Name of Partner Institution	University of South Carolina – Department of Educational Leadership and Policies	
Type of Institution/Organization	Higher Education	
Primary Contact Information		
Name	Dr. J. Lynn Harrill	
Title	Clinical Associate Professor	
Complete Address	Wardlaw College of Education, 3 rd Floor	
	Columbia, SC 29208	
Telephone	803-777-3091	Fax 803-777-3090
E-mail	harrilll@gwm.sc.edu	

Name of Partner Institution		
Type of Institution/Organization		
Primary Contact Information		
Name		
Title		
Complete Address		
Telephone		Fax
E-mail		

Add pages as needed.

0. Abstract

Greenville County Schools (GCS) is committed to developing and implementing innovative instructional strategies in an effort to raise student achievement. Upon assessing the needs of Cherrydale Elementary, a high poverty and underperforming elementary school in Greenville, district and school leadership, as well as our partner, the Department of Educational Leadership and Policies at the University of South Carolina, propose creating a public choice school-within-a-school for one hundred and thirty 4th and 5th grade girls and boys. This school within a school will be based on a Multiple Intelligences framework for curriculum and instruction empowered and overlaid with a single gender structure. With the support of district leadership, school leadership, and a strong partnership with the Department of Educational Leadership and Policies at the University of South Carolina, the proposed *Multiple Intelligences and Single Gender School-within-a-school at Cherrydale Elementary* will work to improve student achievement among 4th and 5th grade students by aiming to achieve the following goals:

- Designing and creating a school-within-a-school for 4th and 5th grade students, based on Gardner's Theory of Multiple Intelligences and the principles of single gender educational instruction.
- Increasing achievement in all core curriculum areas at the proposed school-within-a-school through the implementation of research-based strategies related to the utilization of Gardner's Theory of Multiple Intelligences, gender specific instructional practices, and integration of academic content.

GCS and USC will use novel leadership and administrative policies, as well as novel approaches to space, instruction, and technology in a variety of ways to ensure progress toward goals and continuous progress of students. Some of the proposed activities for implementing these strategies include: orientation and ongoing training and professional development in the areas of Multiple Intelligences, single gender education, technology integration, and instruction; a summer academic and enrichment program for 4th and 5th grade students; a more in-depth use of professional learning teams and vertical teaming; and curriculum assessment and development. GCS is requesting \$596,304 in the first two years of this project to effectively plan for the opening of this school-within-a-school, as well as implement the strategies and activities outlined in this proposal. In addition, GCS and USC will be seeking additional competitive preference points.

Greenville County Schools Public Choice Innovation School Grant

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2006 School Report Card (Cherrydale Elementary School)

2007 School Report Card (Cherrydale Elementary School)

**Partner Agreement between Greenville County Schools and the Department of
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Letter of Support from Partner

Resume for Greenville County Schools' Primary Contact

Resume for USC's Department of Educational Leadership and Policies Primary Contact

Resume for Cherrydale Elementary School Principal

Project Director Job Description

Resume of Project Director

Project Timeline

Section 1: Statement of Need and Description of Target Population

Cherrydale Elementary School was created by combining two former elementary schools, Cone and Sans Souci, and is currently housed on the old Sans Souci Elementary School site. The community surrounding this school faces many challenges, such as high unemployment, poverty, and crime. As a result of these challenges, school staff must help students and their families with social services in addition to education. Cherrydale employs forty teachers and thirty-four support staff who work diligently each day to prepare the school's 468 students not only for middle and high school but also for post-secondary education and for life. Forty percent of the student population is African-American, thirty-one percent of students are Caucasian, twenty-six percent of students are Hispanic, and the remaining three percent of students are Asian, American Indian, or classify themselves as Other. With the guidance and support of a dedicated and passionate principal, school leadership team, and PTA, the environment at Cherrydale is incredibly nurturing while, at the same time, one that emphasizes high expectations for achievement.

In order to better serve the diverse and primarily low-achieving, male student population at Cherrydale Elementary School, the administration has increased the number of male staff at the school, most notably African Americans. These newly hired professionals have worked closely with students not only to improve instruction but also to serve as positive role models in their lives. Administration and staff have also implemented many other academic and enrichment programs, including *Visionary Leadership Institute*, a mentoring, character education, etiquette, and life skills enhancement program; *The Mighty Mathematician*, a math character who assists teachers with implementing new strategies for delivering math instruction; and *Call Me Mister*, a program with Clemson University, Benedict College, and Claflin University that recruits, trains, certifies and places African American men in South Carolina elementary schools. Two teachers from Cherrydale are graduates of this mentoring and leadership program. These programs, as well as many others, serve as mechanisms for ensuring that all types of students and learners have multiple opportunities to learn both core subjects and life skills. Although staff at Cherrydale have made many significant changes to instruction and to the environment at the school, in

order to enhance its current school learning environment, a need still exists for additional innovative enhancements to raise student achievement.

Student achievement among all students and each of the subgroups has varied greatly over the past three years. The following chart represents an overview of student achievement trends for all students:

	Absolute Rating	Improvement Rating	% Below Basic & Basic (ELA)	% Below Basic & Basic (Math)	% Below Basic & Basic (Science)	% Below Basic & Basic (Soc. Studies)
2005	Below Average	Unsatisfactory	76.4	87.5	90.7	83.1
2006	Below Average	Unsatisfactory	75.9	79.1	86.4	77.2
2007	Below Average	Unsatisfactory	77.5	82.0	81.6	80.9

Although Cherrydale did meet AYP in both 2005 and 2006 (not in 2007), the percentages of students scoring below basic and basic on the Palmetto Achievement Challenge Test (PACT) in each core subject area have continued to increase, while the percentages of students scoring proficient and advanced have continued to decrease. In addition, large gaps still exist between subgroups, most notably between Caucasian students and African-American students. For example, in 2006, 21.6% more African-American students scored at the low ranges on PACT ELA (below basic and basic) than Caucasian students, and 28.2% more African-American students scored at the low ranges on PACT Math (below basic and basic) than Caucasian students. A similar trend exists from 2007 data. Nineteen percent more African-American students scored at the low ranges on PACT ELA (below basic and basic) than Caucasian students, while 23% more African-American students scored at the low ranges on PACT Math (below basic and basic) than Caucasian students.

Both males and females at Cherrydale have continued to underperform in all areas of the PACT test. In 2007, 79.1% of males and 76.1% of females scored at the low ranges on PACT ELA (below basic and basic); 79.1% of males and 84.8% scored at the low ranges on PACT Math; 70.7% of males and 92.8% of females scored at the low ranges on PACT Science, and 81.1% and 80.6% of females scored at

the low ranges on PACT Social Studies. In addition, the percentages of 4th and 5th grade students scoring below basic and basic on all PACT tests were much higher compared to 3rd grade students, indicating that students are losing ground in the upper elementary grades. The following chart represents 2006 and 2007 student performance on PACT ELA and Math for 3rd, 4th, and 5th grade students:

	2006 PACT ELA	2006 PACT Math	2007 PACT ELA	2007 PACT Math
	% Below Basic & Basic	% Below Basic & Basic	% Below Basic & Basic	% Below Basic & Basic
3 rd Grade	53.6	57.2	60.6	72.1
4 th Grade	82.4	85.9	89.3	85.7
5 th Grade	93.9	95.9	83.6	88.5

The chart above indicates a clear need for intervention with 4th and 5th grade students. In both 2006 and 2007, the majority of students in 4th and 5th grades scored below basic and basic on PACT ELA and PACT Math. Although much has been done to improve student achievement at Cherrydale, administration and staff continue to work to implement impact strategies so that all subgroups and grade levels are moving in a positive direction. We firmly believe that achievement impacts can be accomplished by implementing a public choice innovation school at Cherrydale.

According to research by Howard Gardner, there are many different types of intelligences, and people learn in very different ways. Knowing and understanding this research and the needs of Cherrydale's students has inspired the Greenville County Schools' district leadership team, Cherrydale school administration and leadership, and our partner, the Department of Educational Leadership and Policies at the University of South Carolina, to propose a public choice innovation school-within-a-school for 4th and 5th grade students at Cherrydale. This school within a school is based on a Multiple Intelligences framework for curriculum and instruction empowered and overlaid with a single gender structure. Students will attend this school-within-a-school by choice. Cherrydale parents who prefer that their children remain in co-ed classes will have that option.

Section 2: Proposed Innovations

The district leadership team, school administration and leadership, and our partnering organization, USC's Department of Educational Leadership and Policies, have been planning, meeting,

and discussing each of the proposed strategies and the plans for successfully implementing the strategies chosen for this project. Throughout the planning process, information was shared regarding the school's population, climate, strengths and weaknesses, and needs of the students. Because of the diverse student population and various observed learning styles of these students, the need for more specialized and differentiated instruction has become apparent. As a result of assessing the needs of the school, students, and staff, the planning and feasibility committee evaluated each proposed strategy and decided to use a combination of the proposed strategies in order to provide the maximum benefit to students who choose to attend this public choice innovation school-within-a-school. The following chart represents priority strategies and the plan for successful implementation:

Strategy	Plans for Implementation
Utilization of novel leadership and administrative policies and procedures, to include preparation and certification of administrators, operational procedures, and costs shared with other entities	<ul style="list-style-type: none"> • During the planning year, the district leadership team, school administration and leadership, and USC's Department of Educational Leadership and Policies will construct the administrative policies and procedures for this school-within-a-school. • Administrators and school staff will receive an introduction to, as well as extensive training in single gender education and Multiple Intelligences Theory from experts in these fields of research. • Our partner, USC's Department of Educational Leadership and Policies, will provide technical assistance and guidance to administrators during the planning and implementation of this project. • The Department of Educational Leadership and Policies will provide ongoing professional development for staff working in the school-within-a-school environment.
Continuous progress of students between grades 4-8 through the implementation of a novel Multiple Intelligences model for teaching and learning within single gender learning structures	<ul style="list-style-type: none"> • School staff will be trained in age-, grade-, and gender-appropriate curriculum to use during classroom instruction. • Age- and gender-appropriate curriculum will be utilized for instruction throughout the project. • Common assessments will be developed and used on a regular basis to evaluate student progress and academic success. • Parent Power Program will assist parents with job training and placement and will emphasize the importance of being actively engaged in their child's education • Although initially this project will be implemented at Cherrydale for 4th and 5th grade students, the administration for Greenville County Schools is committed to making this a consistent program for

	<p>students in grades 4-8. As a result of this commitment, the administration will seek additional funding to continue this program at Lakeview Middle School (Cherrydale's feeder middle school).</p> <ul style="list-style-type: none"> • School staff will receive ongoing training and professional development to ensure they are implementing the most innovative and up-to-date instructional strategies in their classrooms.
Enhance current novel or non-traditional uses of time, space, and technology in the instructional delivery of state academic content standards	<ul style="list-style-type: none"> • Administrators and school staff will be trained extensively in single gender education, Multiple Intelligences Theory, and differentiated instruction based on learning styles. Staff will then incorporate what they have learned into instructional delivery of state standards. • One-to-one laptop initiative to enhance instruction • Cherrydale was the first school in this district to install SmartBoards in every classroom • Students and teachers currently use student response systems and streamlining

This same committee will be involved in the planning and implementation phases of this project. In addition to the initial committee members, we anticipate that at least three other members of USC's Department of Educational Leadership and Policies, the school's Project Director, a single gender expert from the State Department, as well as the twelve people who serve on the school's leadership team will be closely involved during both the planning and implementation phases, as well as throughout the project.

Brief Overview of Research

Theory of Multiple Intelligences Research – Howard Gardner developed the educational Theory of Multiple Intelligences and details the eight different kinds of intelligence he believes exist in human beings. He further suggests that each person has varying levels of these intelligences and that each person has an individualized cognitive profile. This theory can be applied to education in a multitude of ways, but Gardner outlines a simple example in his book, *Multiple Intelligences*. A child who masters the multiplication table easily is not necessarily more intelligent overall than a child who has difficulty mastering this math concept. In reality, the second child may be stronger in another kind of intelligence, and, therefore, may better learn the material using a different instructional technique. This theory clearly demonstrates that students may learn in a variety of ways using their cognitive profile, and, therefore, it is important for educators to consider many different approaches to instruction.

Single Gender Research – “Girls tend to not try something unless they know that they can hit the “bulls eye” and boys tend to shoot as many arrows as possible at the target”(Sax, NASSPE 3rd Annual Conference). This quote from Dr. Leonard Sax clearly demonstrates the fact that girls take different approaches to completing a task when compared to boys. Sax (2005) has conducted much research in the area of single gender education and details many differences that exist between boys and girls including brain and cognitive functions, learning styles, and motivations. As a result of these differences, girls approach instruction and academic endeavors in a much different way than boys and, therefore, both sexes could greatly benefit not only from differentiated instruction but also from single gender classes that guide instruction in age-, grade-, and gender-appropriate ways. An example of the benefits of single gender classes can be found by examining a three-year pilot study conducted at Woodward Avenue Elementary School in DeLand, Florida. Researchers from Stetson University divided up 4th grade students at this school into single gender and coed classrooms. Each classroom had the same number of students, the same demographics, and all teachers had the same training. In addition, all students learned the same curriculum. The results of this study were measured by using students’ scores on the Florida Comprehensive Assessment Test (FCAT). The percentages of students scoring proficient on the FCAT for each classroom were as follows: 37% for boys in coed classes, 59% for girls in coed classes, 75% for girls in single gender classes, and 86% for boys in single gender classes (May 2007, National Association for Single Sex Public Education).

Proposed Changes to Current School

Because a school-within-a-school approach was chosen for this project, there will not be changes made to the school’s facility design, but focus will be on operation and program structural design. In order to effectively manage this project, an existing staff member of Cherrydale will become the Project Director and will report to the principal of Cherrydale. She will oversee both the planning and implementation phases of this project and will be responsible for the day-to-day operations of the school-within-a-school to include: all equipment and supply purchasing; staff management of teachers in the 4th and 5th grade choice program; all data collection, reporting, and evaluation activities; planning and

coordination of professional development for staff; partner management; recruitment and admissions; and parent/community communication. Again, the school's facilities will remain the same as each grade level is currently housed in its own area of the building. There will be a need for additional equipment, as each student attending the choice school will be assigned their own laptop for use throughout the project. Since the choice school will be housed at Cherrydale, we do not anticipate many changes in the transportation for this school. Upon the completion of enrollment, the district's transportation department will work with students and their families to address transportation challenges for those students attending the choice school from another school in the district or from another district altogether.

Section 3: Recruitment, Selection, and Admission Strategies

Recruitment for this public choice school-within-a-school will begin during the planning phases of this project. Upon receipt of funding, the grant committee outlined above will ensure implementation of our three-fold recruitment. Because Cherrydale has received absolute ratings of below average and improvement ratings of unsatisfactory for the past three years, initial recruitment will begin with the current student population. The principal and school staff will work with the district's Communication Department to develop marketing materials in English and Spanish for this new school. Parent/community meetings will be held to explain the logistics of the new school and distribute newly designed marketing materials. Because parent participation in conferences (99% in 2006, 100% in 2007) and other school activities has greatly improved in the last few years, 3rd and 4th grade teachers can also discuss this new choice option with parents at these times. Cherrydale also offers parent education classes, and staff will be able to educate parents about this project during these classes. In addition to parent meetings, conferences, and parent education classes, detailed information will also be posted on the district's website.

The next wave of recruitment will be designed for those students attending other schools within our district that received absolute ratings of below average or unsatisfactory and those students who attend higher performing schools but are performing low on an individual basis. Recruitment among these students will be conducted in a similar way by distributing marketing materials and holding

parent/community workshops explaining in detail the purpose of the new school and the logistics of the project.

Finally, the last wave of recruitment will be aimed at students and parents from other nearby districts. Although recruitment in other districts will be handled via our website, members of the grant committee will be available to answer questions from parents, as well as facilitate a parent/community workshop, if necessary, to ensure all students have equal access to this new school.

Similar to the school choice program currently occurring in our district, parents will complete an application for this new school on behalf of their child. Admission to the public choice school-within-a-school at Cherrydale will be on a first come, first served basis for 130 students. This admissions process will not discriminate against any student on the basis of race, color, national origin, gender, disability, or prior academic performance.

Section 4: Project Description

Goals and Objectives – The goal of the proposed school within a school is to increase achievement in all core curriculum areas through the implementation of research-based strategies related to the utilization of Gardner’s Theory of Multiple Intelligences, gender specific instructional practices, and integration of academic content. Because ELA and math are basic to positive gains in academic achievement, quantitative benchmarks and objectives have been designed to reflect projected growth that will result from this innovative approach. In order to measure progress toward this goal, the following objectives will be measured:

- In 2009, twenty-five percent of 4th and 5th grade girls and boys will earn ratings of proficient or advanced on PACT ELA. In subsequent years of the grant, the percentage of 4th and 5th grade girls and boys earning ratings of proficient or advanced on PACT ELA will increase by five percent each year.
- In 2009, twenty-five percent of 4th and 5th grade girls and boys will earn ratings of proficient or advanced on PACT Math. In subsequent years of the grant, the percentage of 4th and 5th grade

girls and boys earning ratings of proficient or advanced on PACT Math will increase by five percent each year.

- By 2013, the percentage of 4th and 5th grade students scoring below basic on PACT ELA will be reduced to a level of no more than 15%.
- By 2013, the percentage of 4th and 5th grade students scoring below basic on PACT Math will be reduced to a level of no more than 15%.

In addition, the goal for the planning phase of this school is to design and create a school-within-a-school for 4th and 5th grade students, based on Gardner's Theory of Multiple Intelligences and the principles of single gender educational instruction. The objectives used to measure this goal are as follows:

- By March 2008, district and school leadership will schedule a site visit to Richland 2 School District to view existing single gender schools.
- By March 2008, all recruitment and admissions processes will be outlined and recruitment will begin.
- By June 2008, administrative policies and procedures for this school-within-a-school will be designed and ready to implement.
- By July 2008, the Project Director and all of Cherrydale's staff members will be trained in gender specific instructional practices and the principles of Gardner's Theory of Multiple Intelligences.

Project Activities and Methods

In addition to strategies developed during the planning phase of this project, the following activities and methods will be utilized throughout the project in an effort to achieve the goal of increasing student achievement among 4th and 5th grade students.

Site Visit – During the planning phase of the choice school, the school innovation committee will arrange a time to meet with district leadership in Richland School District Two. During this site visit, the committee will investigate the logistics of the two, single gender academies in this district. The school

innovation committee will study implementation and sustainability factors so that informed decisions concerning the structure of the choice school can be made.

Professional Development – In order to ensure effective implementation of this new school concept, initial and ongoing professional development for staff is critical. Staff, including the Project Director, principal, teachers, aides, and support staff will attend professional development workshops and trainings on the Theory of Multiple Intelligences. Staff will also attend a professional development workshop with a single gender expert that will provide detailed information about how to work in a single gender classroom and information on the different ways that boys and girls learn. Staff from USC's Department of Educational Leadership and Policies will host a two-day summer retreat that will provide staff training on instructional practices and strategies. In addition, professional development opportunities will be embedded throughout the school year. One morning per month, staff from the Department of Educational Leadership and Policies will facilitate focus group sessions and provide applicable training to 4th and 5th grade single gender teachers. Staff will be able to integrate what they have learned with existing curriculum and instructional strategies aimed toward student mastery of state standards.

Professional Learning Teams – Teachers at Cherrydale are currently grouped into Professional Learning Teams and meet regularly to collaboratively learn, investigate, develop, and implement research-based instructional practices. Teachers also share ideas and perspectives on what is working well in their classrooms as well as problem-solve and improve on strategies that are not working as well. These teams will continue to be important throughout this project as it will be necessary for 4th and 5th grade teachers at this new school-within-a-school to evaluate instructional strategies that work best in Multiple Intelligences and single gender classrooms. In addition, continued vertical teaming and dialoguing among 3rd, 4th, and 5th grade teachers at this school will assist in ensuring that ideas and strategies flow across grade levels and provide teachers with ongoing opportunities to learn.

Media Centers and Classroom Libraries – Teachers will work closely with the Instructional Coach, Technology Coordinator, Title I Facilitator, and Media Specialist at their school to develop age-, grade-, and gender-appropriate classroom libraries for instructional use.

Counseling – Through professional development opportunities, teachers will learn different strategies for discussing reading and writing goals with boys and with girls. These techniques will be put into practice during weekly reading and writing conferences with students. Knowing and using effective ways of communicating with students should help teachers establish effective and meaningful individual academic goals for students.

Class Size – Because district leadership has taken the initiative to reduce class size in schools, Cherrydale already maintains an average student-teacher ratio of 15:1. This same approach to class size will be taken at the choice school.

Summer Enrichment Component – Due to the importance of keeping students engaged throughout the entire year, a summer component focusing on both academics and enrichment will be available to students attending the choice school. Participating students will receive academic instruction, as well as participate in enrichment activities, such as college tours and programs at Roper Mountain Science Center. Because district and school leadership know the importance of giving back to the community and want students to embrace this value as well, students will also participate in local community service projects. These projects will integrate academic instruction with service initiatives in order to maximize student benefit. One such project will involve the creation of a living library for the community. Students will conduct research projects about important events in our history. Students will then interview people in the community who were in some way affected by these events and create a video archive of community history. Students not only will learn, but will also feel valued by their community.

Parent Power Program – In an effort to continue to engage parents in their child's education and in their community, the choice school will offer a parenting component to this project. The Cherrydale community is home to many young parents who have not completed their education and are out of work. In addition to assistance with job training and job placement, staff will work to inform parents of the importance of taking an active role in their child's education. Hopefully, the emphasis placed on education at school will carry over into the home and assist with improving student achievement.

Competitive Priority Points – Greenville County Schools is seeking up to ten priority points for this application. The following chart outlines the priority criteria and how we meet those criteria:

Priority Criteria	Greenville County Schools' Approach
Diversity of target population and grade level to be served	<ul style="list-style-type: none"> Cherrydale has students from many different backgrounds (40% African American, 31% Caucasian, 26% Hispanic, 1% Asian, 1% Other, and .2% American Indian) The proposed choice school initially targets students in grades 4 and 5, then students in grades 6-8 in future years.
Diversity of different types of schools and districts	<ul style="list-style-type: none"> GCS is a very diverse district spanning the entire county and including small and large, rural and suburban, and high and low poverty schools.
Diversity of partnership structures	<ul style="list-style-type: none"> Partnering with the Department of Educational Leadership and Policies at the University of South Carolina Partnership is mutually beneficial for staff and students at choice school as well as education students and staff at USC (outlined in partner section)

Section 5: Partnership, Management, and Sustainability

Partnership Overview – Greenville County Schools is a large, unified school district that encompasses over 800 square miles and serves the entire youth population in Greenville County. Over the past ten years, the population of GCS has grown by over 10,000 students, with almost 2,000 new students enrolling between the 05-06 and 06-07 school years. GCS's national district ranking has moved 12 spots as a result of this large increase in student population. In the past few years, GCS was ranked 66th and 65th due to its population. Currently, GCS is the 54th largest district in the nation as well as the largest district in the state of South Carolina, with a population of over 68,000 Pre-K through 12th grade students served in the current school year. The school district has over 100 facilities, including, but not limited to, 48 elementary schools, 17 middle schools, 14 high schools, 4 career/technology centers, 5 child development centers, a central office, an educational technology services office, and 7 special centers which target and serve individuals to include: pregnant teenage girls, students gifted in the arts, as well as emotionally disabled, orthopedically handicapped, and mentally and educable handicapped.

The student population of GCS continues to diversify each school year. In the past 5 years, GCS has continued to see increasing numbers of special needs, Hispanic, and Asian students, as well as those

students who classify themselves as Other. Approximately 15% of GCS students are classified with special education needs and 5% speak English as a second language (ESL) or are limited English proficient (LEP). In addition, the Asian population has grown in size by over 50% and the Other population of students has nearly doubled since the 2003-2004 school year. Teachers and school administration must address both language and cultural obstacles in an effort to effectively engage parents in their child's education.

Dr. Patricia Burns, Deputy Superintendent for Schools, will serve as the primary contact person for Greenville County Schools. Her vita is included in the appendix for your review. Greenville County Schools will serve as the fiscal agent for the grant and will ultimately be responsible for grant management. Additional roles and responsibilities include facilitating grant oversight committee meetings; hiring a Project Director to oversee day-to-day operations; seeking professional development opportunities for staff and ensuring training is ongoing; recruiting and admitting students; managing the logistics and administration of the new school including curriculum development and transportation; seeking funding for professional development, training, equipment, and supplies to ensure the new school remains operational during the funding period and beyond; and seeking funding to continue the project concept at Lakeview Middle School (Cherrydale's feeder middle school).

In order to ensure this new school-within-a-school is a success, Greenville County Schools invited the Department of Educational Leadership and Policies at the University of South Carolina to be our partner. This university department is composed of two program areas: CD-12 Educational Administration and Higher Education and Student Affairs. The department's instructional programs prepare administrators and other professional personnel to provide educational leadership in both public and private sectors in the areas of educational administration and higher education and student affairs. Through service, the Department assists individuals as well as public and private agencies and institutions in improving professional practice and performance. Through scholarship, the faculty extends the limits of knowledge in the field and refines existing educational leadership theory, practice, and policy

(department's website). Dr. Lynn Harrill will serve as the primary contact for USC's Department of Educational Leadership and Policies. His vita is included in the appendix for your review.

The Department of Educational Leadership and Policies at the University of South Carolina will serve many roles that are critical to the success of this project. The main roles and responsibilities of our partner are assisting school staff with building the instructional capacity of the school; facilitating professional development activities, to include a retreat with the leadership team of the school, as well as providing ongoing training in the areas of instruction and administration, the Theory of Multiple Intelligences, and single gender initiatives; and providing ongoing technical assistance to ensure training is being incorporated into classroom instruction and chosen strategies are being effectively implemented. In addition, one aim is to have graduate students in the department's Master's program use this project at Cherrydale as a practicum and that teachers in this choice school will join members of the department to conduct research for use in future studies.

Management Plan – The grant/project will be managed by the district leadership team. The school innovation committee comprised of district and school leadership, representatives from USC's Department of Educational Leadership and Policies, the Project Director, a multiple intelligence expert, and a single gender educational expert will oversee the planning and implementation phases in Years 1 and 2 of this project. After the planning for this school is complete, the Project Director will oversee the day-to-day operations of the school-within-a-school and will report to the principal of Cherrydale. She will work closely with the district leadership team and the school innovation committee to ensure the project is carried out. In addition, the Project Director will receive guidance and technical assistance from these entities on an on-going basis to ensure operations at the school are running smoothly and that proposed activities are being implemented according to the proposed timeline. The Project Director will work with the district's finance department to ensure all funding designated for the school-within-a-school is spent on equipment, instruction, professional development, and supplies for students attending this choice school and for teachers and staff working in this school. Separate accounts will be established in the school's accounting system for each of these line items. Data needed to evaluate this project and to

assess progress toward the project's goals and objectives will be collected by the Project Director. Multiple data points will be kept to compare students attending the choice school with regular, coed 4th and 5th grade classes.

Sustainability – In order to ensure the sustainability of this school, the school innovation committee is committed to finding additional funding. Members of this committee will explore other local, state, and federal funding outlets so that this school will continue to have the resources it needs for ongoing training and professional development, innovative technology and instructional resources, and necessary equipment and supplies. In addition, as with all schools in this district, this school-within-a-school will receive local funds to supplement grant funding and state and district per-student allocations. Because of the amount of district support going toward this project, the Superintendent and the school innovation committee are committed to continue this school-within-a-school concept at Cherrydale's feeder middle school, Lakeview Middle School. The school innovation committee understands the importance of a consistent approach to educational instruction and, therefore, will work to continue this project beyond the 4th and 5th grades.



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Budget Summary

Budget Summary

Name of Applicant: Greenville County Schools & USC's Dept. of Educational Leadership & Policies

Name of School District Serving as Fiscal Agent: _____ Greenville County Schools _____

	Year 1 (Jan-Jun 2008)	Year 2 (2008-2009)	Total
Object Category	Planning ¹	Implementation ²	
Personnel (Salaries) (100)	\$5,520	\$82,750	\$88,270
Employee Benefits (200)	\$1,120	\$22,770	\$23,890
Purchased Services (300)	\$93,619	\$60,000	\$153,619
Supplies and Materials(400)	\$10,000	\$57,000	\$67,000
Capital Outlay (500)	\$246,400	\$0	\$246,400
(600) Other	\$2,966 (indirect cost)	\$7,959 (activities) \$6,200 (indirect cost)	\$17,125
Total	\$359,625	\$236,679	\$596,304

Budget Narrative Year 1 (Planning)

	<u>Amount</u>
<p>1. Personnel</p> <p style="padding-left: 20px;">A. Stipend for Project Director (The Project Director will serve on the grant committee during the planning phase and will therefore attend 10 meetings) \$30/hour x 3 hours/meeting x 10 meetings = \$900</p> <p style="padding-left: 20px;">B. Stipends for Project Orientation \$30/hour x 2 hours x 77 teachers = \$4,620</p>	<u>\$5,520</u>
<p>2. Fringe Benefits on Stipend (FICA (7.65%), Retirement (12.63%) = 20.28%) \$900 x 20.28% = \$183 \$4,620 x 20.28% = \$937</p>	<u>\$1,120</u>
<p>3. Purchased Services</p> <p style="padding-left: 20px;">A. Site Visit</p> <ul style="list-style-type: none"> - 5 people, 2 nights, and 3 days: Members of the grant committee will travel from Greenville to Richland School District Two to conduct a site visit. During the visit, members will study implementation and sustainability factors of the school. - Lodging: \$150/night x 2 nights x 5 people = \$1,500 Transportation: \$.485/mile x 220 miles x 5 people = \$534 Per diem: \$39/day x 3 days x 5 people = \$585 <p style="padding-left: 20px;">B. Project Orientation</p> <ul style="list-style-type: none"> - School staff will meet with a single gender expert and a Multiple Intelligences expert for two hours one afternoon. The experts will provide a basic research framework to staff in preparation for intense professional development. - 2 experts x \$250/hour x 2 hours = \$1,000 <p style="padding-left: 20px;">C. Staff Professional Development Retreat – Staff will attend a two-day retreat with staff from USC’s Department of Educational Leadership and Policies. Staff will learn many different instructional practices and strategies that they can incorporate in their classrooms.</p> <ul style="list-style-type: none"> - 85 people, 1 night and 2 days = \$20,000 <p style="padding-left: 20px;">D. Ongoing Professional Development Opportunities for teachers and support staff at the school-within-a-school; Staff will have the opportunity to attend workshops and trainings in the areas of curriculum and instruction. \$10,000</p>	<u>\$93,619</u>

<p>E. Curriculum Assessment/Audit and Leadership and Instructional Capacity Building conducted by USC's Department of Educational Leadership and Policies = \$20,000</p> <p>F. Curriculum and Program Development – Curriculum staff and USC's Department of Educational Leadership and Policies will enhance current curriculum with the principles of both Multiple Intelligences and single gender; Curriculum staff will also create common student assessments that are age-, grade-, and gender-appropriate for teacher use; Staff will also develop various aspects of the program including recruitment materials, parent power program materials, a list of summer academic and enrichment projects, and a feasible schedule for the school-within-a-school. = \$25,000</p> <p>G. Wireless Infrastructure for new lab including the site survey and professional installation of equipment = \$15,000 An existing room at Cherrydale will need a wireless infrastructure in order to serve as a computer lab for the school-within-a-school.</p>	
<p>4. Supplies</p> <p>A. Recruitment materials and workshops With the help of the district Communication Department and the school innovation committee, staff will produce a video that will run on the district's cable channel. In addition, marketing materials will be created for distribution to parents and guardians and will be translated into Spanish. = \$5,000</p> <p>B. School Innovation Committee Meetings Supplies and materials such as research articles, books, curriculum, and other handouts related to Multiple Intelligences and single gender initiatives will be shared with all committee members. \$200/meeting x 10 meetings = \$2,000</p> <p>C. Project Orientation</p> <ul style="list-style-type: none"> - School staff will meet with a single gender expert and a Multiple Intelligences expert for two hours one afternoon. The experts will provide a basic research framework to staff in preparation for intense professional development. - \$1,000 for training supplies and materials including research articles and books on Multiple Intelligences and single gender initiatives <p>D. Gender Appropriate Advisor/Advisee Curriculum</p> <p>a. A gender appropriate advisor/advisee curriculum will be</p>	<p><u>\$10,000</u></p>

purchased for use during home room activities = \$2,000	
5. Equipment	<u>\$246,400</u>
A. One-to-one laptop initiative for 4 th and 5 th grade students - 130 laptops x \$1,500/laptop = \$195,000 H. Laptop for the Project Director = \$1,500 I. Printer for the Project Director = \$600 J. Desk for the Project Director = \$600 K. 2 Portable Promethean Boards x \$5,000 = \$10,000 L. 10 Student Response Systems to assist with student assessment during classroom instruction = \$1,700/system x 10 systems = \$17,000 M. Computer Lab for school-within-a-school - 15 laptops x \$1,500 = \$22,500 - 15 desktops x \$900 = \$13,500	
6. Total Direct Costs (lines 1-5)	<u>\$356,659</u>
7. Indirect Cost x (2.69%): Indirect cost reflects 2.69% x Total of lines 1-5 (excluding equipment) \$110,259 x 2.69% = \$2,966	<u>\$2,966</u>
8. Total (lines 6-7)	<u>\$359,625</u>

Budget Narrative Year 2 (Implementation)

	<u>Amount</u>
<p>1. Personnel</p> <p>A. Full-time Project Director, Public Choice Innovation School (oversee the coordination and implementation of goals, objectives, and strategies of the grant) \$63,550 (based on teacher salary schedule)</p> <p>B. Stipends for Teachers for Summer Component \$30/hour x 8 hours/day x 5 days/week x 4 weeks x 4 teachers = \$19,200</p>	<u>\$82,750</u>
<p>2. Fringe Benefits for 1.0 FTE (FICA (7.65%), Retirement (12.63%), Workers' Compensation (.61%) = 20.89%, plus \$5,600 for Health Benefits) = \$18,876</p> <p>Fringe Benefits for Stipends (FICA (7.65%), Retirement (12.63%) = 20.28%) \$19,200 x 20.28% = \$3,894</p>	<u>\$22,770</u>
<p>3. Purchased Services</p> <p>A. Onsite Professional Development and Technical Assistance in leadership, program development, curriculum development, and instructional strategies; Staff from the Department of Educational Leadership and Policies will conduct onsite visits at the school-within-a-school. - 30 days x \$2,000/day = \$60,000</p>	<u>\$60,000</u>
<p>4. Supplies</p> <p>A. Parent Workshop Materials = \$2,000</p> <p>B. PACT Preparation Materials = \$10,000</p> <p>C. Classroom Manipulatives to assist with different learning styles and to enhance instruction in core curriculum classes \$5,000</p> <p>D. Craft Materials for hands-on projects throughout the year and during the summer component = \$5,000</p> <p>E. Classroom Supplies for Teachers \$500/class x 10 classes = \$5,000</p> <p>F. Classroom and school library enhancements Age-, grade-, and gender-appropriate literature will be purchased for student and teacher use = \$20,000</p> <p>G. Copier Supplies and Materials = \$10,000</p>	<u>\$57,000</u>

5. Equipment	<u>\$0</u>
6. Other <p>A. Educational/Cultural/Community Service Activities: Provide opportunities for students to engage in educational, cultural, and community service activities; participants will also have the opportunity to be exposed to college through these activities.</p> <p>a. 1 cultural event or play at the Peace Center for the Performing Arts, the Greenville Little Theater, or the Greenville Children's Theater; 75 participants x \$20 cost per ticket = \$1,500; 2 bus drivers x 8 hours x \$14.57 per hour = \$233; \$1.13 per mile x 2 buses x 100 miles roundtrip = \$226 <u>Trip Total Cost: \$1,959</u></p> <p>b. 1 local college tour with 2 school buses being used to transport students and staff 2 buses x \$1,000/bus = \$2,000 <u>Total Trip Cost: \$2,000</u></p> <p>c. 2 additional enrichment activities during the summer 2 activities x 2 buses/activity x \$1,000/bus = \$4,000 <u>Total Trip Cost of 2 Trips: \$4,000</u></p>	<u>\$7,959</u>
7. Total Direct Costs (lines 1-6)	<u>\$230,479</u>
8. Indirect Cost x (2.69%): Indirect cost reflects 2.69% x Total of lines 1-6 (excluding equipment) \$230,479 x 2.69% = \$6,200	<u>\$6,200</u>
9. Total (lines 7-8)	<u>\$236,679</u>



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Assurances

Assurances

As the duly authorized representative of Greenville County Schools
(Please print or type name of applicant), I certify that this applicant

- A. Has the legal authority to apply for state assistance and the institutional, managerial, and financial capability (including funds sufficient to pay the nonstate share of project costs) to ensure proper planning, management, and completion of the project described in this application.
- B. Will give the South Carolina Department of Education (SCDE) and the Education Oversight Committee access to and the right to examine all records, books, papers, or documents related to this award and will establish a proper accounting system in accordance with generally accepted accounting principles or agency directives.
- C. The applicant's accounting system must include sufficient internal controls, a clear audit trail, and written cost-allocation procedures as necessary. Financial management systems must be capable of distinguishing expenditures that are attributable to this grant from those that are not attributable to this grant. This system must be able to identify costs by programmatic year and by budget line item and to differentiate among direct, indirect, and administrative costs. In addition, the grantee must maintain adequate supporting documents for the expenditures (federal and nonfederal) and in-kind contributions, if any, that it makes under this grant. Costs must be shown in books or records (e.g., disbursements ledger, journal, payroll register) and must be supported by a source document such as a receipt, travel voucher, invoice, bill, or in-kind voucher.
- D. Will approve all expenditures, document receipt of goods and services, and record payments on the applicant's accounting records prior to submission of reimbursement claims to the SCDE for costs related to this grant.
- E. Will initiate and complete work within the applicable time frame after receipt of approval by the SCDE.
- F. Will not discriminate against any employee or applicant for employment because of race, color, religion, age, sex, national origin, or disability. The grantee will take affirmative action to ensure that applicants for employment and the employees are treated during the period of their employment without regard to their race, color, religion, age, sex, national origin, or disability.
- G. Will comply with the Ethics, Government Accountability, and Campaign Reform Act (S.C. Code Ann. § 2-17-10 *et seq.* and § 8-13-100 *et seq.* (Supp. 2006)).
- H. Will comply with the Drug Free Workplace Act (S.C. Code Ann. § 44-107-10 *et seq.* (Supp. 2006)) if the amount of this award is \$50,000 or more.

Darrelia L. Burns

Signature of authorized official

11-27-07

Date

[Signature]

Signature of authorized financial official

11/27/07

Date



South Carolina
Department of Education
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Public Choice Innovation Schools
Office of Innovation

Terms and Conditions

Terms and Conditions

(Page 1 of 2)

- A. Completeness of Proposal.** All proposals should be complete and carefully worded and must contain all of the information requested by the South Carolina Department of Education (SCDE). If you do not believe a section applies to your proposal, please indicate that fact.
- B. Termination.** The SCDE reserves the right to reject any and all applications and to refuse to grant monies under this solicitation. After it has been awarded, the SCDE may terminate a grant by giving the grantee written notice of termination. In the event of a termination after award, the SCDE shall reimburse the grantee for expenses incurred up to the notification of termination. In addition, this grant may be terminated by the SCDE if the grantee fails to perform as promised in its proposal.
- C. Travel Costs.** Travel costs, if allowed under this solicitation, must comply with the State of South Carolina travel regulations.
- D. Honoraria.** Amounts paid in honoraria, if allowed under this grant, must be consistent with SCDE policies. You should check with the program office before budgeting for honoraria.
- E. Obligation of Grant Funds.** Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant period. No obligations are allowed after the end of the grant period, and the final request for payment must be submitted no later than thirty (30) days after the end of the grant period.
- F. Use of Grant Funds.** Funds awarded are to be expended only for purposes and activities covered by the project plan and budget.
- G. Copyright.** The grantee is free to copyright any books, publications, or other copyrightable materials developed in the course of this grant. However, the SCDE, on behalf of itself and all South Carolina public schools, reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, the copyrighted work developed under this grant.
- H. Documentation.** The grantee must provide for accurate and timely recording of receipts and expenditures. The grantee's accounting system should distinguish receipts and expenditures attributable to each grant.
- I. Reports.** The grantee shall submit a final financial report within thirty (30) days of the final disbursement. This report should be a final accounting of the grant. It may be submitted in either narrative or spreadsheet form.
- J. Certification Regarding Suspension and Debarment.** By submitting a proposal, the applicant certifies, to the best of its knowledge and belief, that the
- Applicant and/or any of its principals, subgrantees, or subcontractors
 - Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any state or federal agency;
 - Have not, within a three-year period preceding this application, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) contract or subcontract; violation of federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery,



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Terms and Conditions

falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and

- Are not presently indicted for, or otherwise criminally or civilly charged by a governmental entity with, commission of any of the offenses enumerated above.
- Applicant has not, within a three-year period preceding this application, had one or more contracts terminated for default by any public (federal, state, or local) entity.

K. Audits

- Entities expending \$500,000 or more in federal awards:

Entities that expend \$500,000 or more in federal awards during the fiscal year are required to have an audit performed in accordance with the provisions of Office of Management and Budget (OMB) Circular No. A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. The submission deadline for A-133 audits is nine months after the entity's fiscal year-end. A grantee that passes through funds to subrecipients has the responsibility of ensuring that federal awards are used for authorized purposes in compliance with federal program laws, federal and state regulations, and grant agreements. The director of the OMB, who will review this amount every two years, has the option of revising the threshold upward.

- Entities expending less than \$500,000 in federal awards:

Entities that expend less than \$500,000 in a fiscal year in federal awards are exempt from the audit requirements in the Single Audit Act and Circular A-133. However, such entities are not exempt from other federal requirements (including those to maintain records) concerning federal awards provided to the entity. The entity's records must be available for review or audit by the SCDE and appropriate officials of federal agencies, pass-through entities, and the General Accounting Office (GAO).

L. Records. The grantee shall retain grant records, including financial records and supporting documentation, for a minimum of three (3) years after the termination date of the grant.

M. Reduction in Budgets and Negotiations. The SCDE reserves the right to negotiate budgets with potential grantees. The SCDE may, in its sole discretion, determine that a proposed budget is excessive and may negotiate a lower budget with the potential grantee. The grantee may at that time negotiate or withdraw its proposal. In addition, the SCDE may desire to fund a project but not at the level proposed. In that case the SCDE shall notify the potential grantee of the amount that can be funded, and the grantee and the SCDE shall negotiate a modification in the proposal to accommodate the lower budget. All final decisions are that of the SCDE.

N. Amendments to Grants. Amendments are permitted upon the mutual agreement of the parties and will become effective when specified in writing and signed by both parties.

Signature of authorized official

Signature of authorized financial official

Date

Date

Patricia L. Burns

11-27-07

[Signature]

11/27/07

Cherrydale Elementary

302 Perry Road
Greenville, South Carolina 29609

Grades	PK-5 Elementary School	
Enrollment	460 Students	
Principal	Scarlet H. Black	864-355-3300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Charles J. Saylor	864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING **BELOW AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	59	37

IMPROVEMENT RATING **UNSATISFACTORY****ADEQUATE YEARLY PROGRESS** **YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

<http://ed.sc.gov>
<http://www.sceoc.org>

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Below Average	Unsatisfactory	No
2006	Below Average	Unsatisfactory	Yes

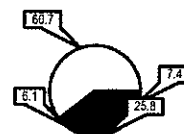
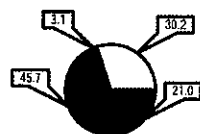
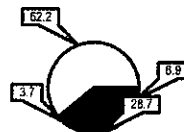
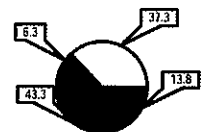
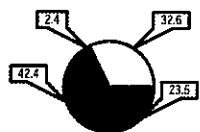
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)English/Language ArtsMathematicsScienceSocial Studies**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1* Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English Language Arts - State Performance Objective = 38.2%									
All Students	193	100.0	30.2	45.7	21.0	3.1	32.1	Yes	Yes
Gender									
Male	90	100.0	40.0	37.3	18.7	4.0	28.0	N/A	N/A
Female	103	100.0	21.8	52.9	23.0	2.3	35.6	N/A	N/A
Racial/Ethnic Group									
White	58	100.0	22.2	40.0	28.9	8.9	44.4	Yes	Yes
African American	105	100.0	33.3	50.5	15.1	1.1	25.8	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	35.0	45.0	20.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not-Disabled	157	100.0	25.0	49.2	22.0	3.8	34.8	N/A	N/A
Disabled	36	100.0	53.3	30.0	16.7	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	187	100.0	29.3	46.5	21.0	3.2	31.8	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	40.0	45.0	15.0	0.0	20.0	I/S	I/S
Non-Limited English Proficient	168	100.0	28.9	45.8	21.8	3.5	33.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	100.0	30.7	47.1	19.6	2.6	30.1	Yes	Yes
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics - State Performance Objective = 36.7%									
All Students	193	100.0	41.4	37.7	13.6	7.4	29.6	Yes	Yes
Gender									
Male	90	100.0	41.3	33.3	16.0	9.3	33.3	N/A	N/A
Female	103	100.0	41.4	41.4	11.5	5.7	26.4	N/A	N/A
Racial/Ethnic Group									
White	58	100.0	31.1	28.9	22.2	17.8	48.9	Yes	Yes
African American	105	100.0	49.5	38.7	9.7	2.2	19.4	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	30.0	55.0	10.0	5.0	25.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not-Disabled	157	100.0	35.6	40.9	14.4	9.1	32.6	N/A	N/A
Disabled	36	100.0	66.7	23.3	10.0	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Non-Migrant	187	100.0	40.8	37.6	14.0	7.6	29.3	N/A	N/A
English Proficiency									
Limited English Proficient	25	100.0	35.0	55.0	5.0	5.0	20.0	I/S	I/S
Non-Limited English Proficient	168	100.0	42.3	35.2	14.8	7.7	31.0	N/A	N/A
Socio-Economic Status									
Subsidized meals	180	100.0	42.5	38.6	13.7	5.2	28.1	Yes	Yes
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
Science							
All Students	193	100.0	60.5	25.9	7.4	6.2	13.6
Gender							
Male	90	100.0	58.7	24.0	8.0	9.3	17.3
Female	103	100.0	62.1	27.6	6.9	3.4	10.3
Racial/Ethnic Group							
White	58	100.0	44.4	26.7	17.8	11.1	28.9
African American	105	100.0	68.8	23.7	3.2	4.3	7.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	65.0	30.0	0.0	5.0	5.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	157	100.0	56.8	28.0	7.6	7.6	15.2
Disabled	36	100.0	76.7	16.7	6.7	0.0	6.7
Migrant Status							
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	187	100.0	59.9	26.1	7.6	6.4	14.0
English Proficiency							
Limited English Proficient	25	100.0	70.0	30.0	0.0	0.0	0.0
Non-Limited English Proficient	168	100.0	59.2	25.4	8.5	7.0	15.5
Socio-Economic Status							
Subsidized meals	180	100.0	62.1	26.1	7.2	4.6	11.8
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S
Social Studies							
All Students	193	100.0	42.0	35.2	15.4	7.4	22.8
Gender							
Male	90	100.0	46.7	28.0	13.3	12.0	25.3
Female	103	100.0	37.9	41.4	17.2	3.4	20.7
Racial/Ethnic Group							
White	58	100.0	35.6	33.3	20.0	11.1	31.1
African American	105	100.0	47.3	34.4	12.9	5.4	18.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	26	100.0	40.0	35.0	20.0	5.0	25.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	157	100.0	38.4	36.4	16.7	7.6	24.2
Disabled	36	100.0	53.3	30.0	10.0	6.7	16.7
Migrant Status							
Migrant	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	187	100.0	41.4	35.7	15.3	7.6	22.9
English Proficiency							
Limited English Proficient	25	100.0	40.0	40.0	20.0	0.0	20.0
Non-Limited English Proficient	168	100.0	42.3	34.5	14.8	8.5	23.2
Socio-Economic Status							
Subsidized meals	180	100.0	44.4	34.6	15.0	5.9	20.9
Full-pay meals	13	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1* Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	66	100.0	28.8	25.4	37.3	8.5	45.8
	4	58	100.0	44.7	42.6	12.8	0.0	12.8
	5	66	100.0	49.1	41.8	7.3	1.8	9.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	17.9	35.7	37.5	8.9	46.4
	4	69	100.0	29.8	52.6	17.5	0.0	17.5
	5	56	100.0	44.9	49.0	6.1	0.0	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	66	100.0	32.2	49.2	15.3	3.4	18.6
	4	58	100.0	57.4	31.9	10.6	0.0	10.6
	5	66	100.0	58.2	34.5	5.5	1.8	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	14.3	42.9	26.8	16.1	42.9
	4	69	100.0	52.6	33.3	8.8	5.3	14.0
	5	56	100.0	59.2	36.7	4.1	0.0	4.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	66	100.0	40.7	42.4	13.6	3.4	16.9
	4	58	98.3	76.1	21.7	0.0	2.2	2.2
	5	66	100.0	80.0	12.7	3.6	3.6	7.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	32.1	33.9	19.6	14.3	33.9
	4	69	100.0	71.9	22.8	1.8	3.5	5.3
	5	56	100.0	79.6	20.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	66	100.0	18.6	45.8	16.9	18.6	35.6
	4	58	98.3	56.5	37.0	6.5	0.0	6.5
	5	66	100.0	58.2	36.4	1.8	3.6	5.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	68	100.0	14.3	30.4	37.5	17.9	55.4
	4	69	100.0	47.4	42.1	7.0	3.5	10.5
	5	56	100.0	67.3	32.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 460)				
First graders who attended full-day kindergarten	95.8%	Up from 92.5%	100.0%	100.0%
Retention rate	3.8%	Down from 5.8%	4.0%	2.8%
Attendance rate	97.0%	Up from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.6%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.6%	0.0%	0.0%
Eligible for gifted and talented	1.5%	Down from 3.1%	3.6%	10.4%
On academic plans	52.5%	N/AV	48.9%	33.6%
On academic probation	63.6%	N/AV	2.3%	1.0%
With disabilities other than speech	9.5%	Up from 9.4%	7.5%	7.5%
Older than usual for grade	0.7%	Down from 2.2%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees	40.5%	Down from 50.0%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	3.3%	0.0%
Teachers returning from previous year	N/A	N/A	83.1%	87.3%
Teacher attendance rate	97.5%	Down from 97.7%	94.5%	94.9%
Average teacher salary	\$38,477	Up 3.2%	\$41,599	\$42,485
Prof. development days/teacher	18.6 days	Up from 17.8 days	15.0 days	13.3 days
School				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	12.3 to 1	Down from 18.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	92.5%	Up from 92.3%	88.2%	89.7%
Dollars spent per pupil*	\$8,744	N/A	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	64.7%	N/A	60.7%	64.0%
Percent of expenditures for instruction*	68.6%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cherrydale Elementary School has completed its second year of operation. In this new state-of-the art facility, we have utilized the latest technology and continued to increase the quality of our instructional program. The 2005-06 school year ended with many accomplishments for Cherrydale. In 2005-06, we made AYP (Adequate Yearly Progress), as prescribed by No Child Left Behind, for the first time. We continued to earn awards for our outstanding parent involvement programs. We received third place from South Carolina PTA for a parent volunteerism program entitled, Getting Back into the Groove. In addition, we were recognized with a National PTA Parent Involvement School of Excellence Award. At the state level, we received three SCNPR (South Carolina National Public Relations) Awards. Our school website continues to be the window into our everyday activities at Cherrydale and has been recognized again for a district's Gold Webmaster's Award. Professionally, our staff continues to embrace technology, data-driven assessments to improve the quality of instruction, and outreach programs that continue to keep our parents involved in the education of their children. Here at Cherrydale our mission is simple: "We empower all who enter our doors to believe and achieve because every day brings a new success!" It is a new day and new time at Cherrydale. We are excited and committed to the success that we feel we are destined to achieve.

Scarlet H. Black, Principal
 John Swanson, SIC Chairman
 Deborah Jones, PTA President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	41	50	34
Percent satisfied with learning environment	100.0%	92.0%	91.2%
Percent satisfied with social and physical environment	100.0%	82.0%	87.9%
Percent satisfied with school-home relations	97.5%	90.0%	85.3%

*Only students at the highest elementary school grade level at this school and their parents were included.

Cherrydale Elementary

302 Perry Road
Greenville, South Carolina 29609

Grades	PK-5 Elementary School	
Enrollment	468 Students	
Principal	Scarlet H. Black	864-355-3300
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Tommie E. Reece	864-294-2156

THE STATE OF SOUTH CAROLINA 2007 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Improvement Rating
2007	Below Average	Unsatisfactory
2006	Below Average	Unsatisfactory
2005	Below Average	Unsatisfactory
2004	N/A	N/A
2003	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

<http://ed.sc.gov>
<http://www.sceoc.org>

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2006-07 whose 2005-06 test scores were located.

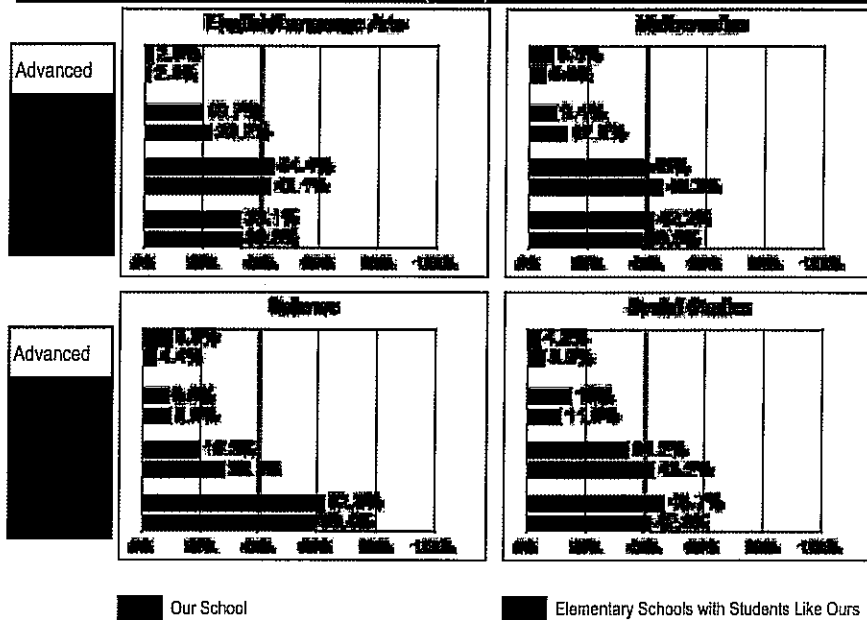
96.7%

ABSOLUTE RATING OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	Unsatisfactory
1	2	16	65	54

* Ratings are calculated with data available by September 30.

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



* Elementary Schools with Students Like Ours are elementary schools with Poverty Indices of no more than 5% above or below the index for this school.

DEFINITION OF CRITICAL TERMS

Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Well prepared to work at next grade level; met expectations
	Met standards; minimally prepared, can go to next grade level
	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 468)				
First graders who attended full-day kindergarten	89.5%	Down from 95.8%	100.0%	100.0%
Retention rate	3.0%	Down from 3.8%	3.8%	2.6%
Attendance rate	96.8%	Down from 97.0%	95.9%	96.2%
Eligible for gifted and talented	5.6%	Up from 1.5%	3.3%	10.4%
With disabilities other than speech	8.3%	Down from 9.5%	7.1%	7.1%
Older than usual for grade	1.1%	Up from 0.7%	1.7%	1.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 40)				
Teachers with advanced degrees	37.5%	Down from 40.5%	53.3%	56.3%
Continuing contract teachers	57.5%		73.1%	79.8%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	82.5%	86.7%
Teacher attendance rate	98.2%	Up from 97.5%	95.0%	95.1%
Average teacher salary	\$38,705	Up 0.6%	\$42,632	\$43,872
Prof. development days/teacher	12.8 days	Down from 18.6 days	14.1 days	13.1 days
School				
Principal's years at school	5.0	No change	3.0	4.0
Student-teacher ratio in core subjects	13.2 to 1	Up from 12.3 to 1	16.5 to 1	18.5 to 1
Prime instructional time	93.8%	Up from 92.5%	89.0%	89.8%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.0%	100.0%	100.0%
Character development	Good	No change	Good	Excellent
Dollars spent per pupil*	\$7,280	Up 7.9%	\$7,918	\$6,753
Percent of expenditures for teacher salaries*	63.5%	Down from 64.7%	61.0%	65.3%
Percent of expenditures for instruction*	68.0%	Down from 68.6%	67.4%	69.3%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Cherrydale Elementary School has completed its third year of operation. In this new state-of-the art facility, Cherrydale has utilized the latest technology and continued to increase the rigor of its instructional program. The 2006-07 school year ended with many accomplishments. We made AYP (Adequate Yearly Progress) for the second consecutive year. As a result of this, Cherrydale was removed from school improvement sanctions, as defined under the federal implementation of No Child Left Behind and the state's accountability measures.

Cherrydale also continued to earn awards for outstanding parent involvement. Our school website earned awards at the state level. In addition, our school website also earned a district Gold Webmaster's Award and the district's "Best of the Web" Award for all schools in the district at the elementary level. The "Best of the Web" Award is given in recognition to the very finest professional design and content of Greenville County Schools' web sites. It is given to a single school web site whose web design, originality and content have achieved a level of excellence at the pinnacle of professionalism among Greenville County Schools. In addition to these awards, our professional and support staff continues to embrace technology, data-driven assessments to improve the quality of instruction, and outreach programs here at Cherrydale. Our mission is simple: "We empower all of Cherrydale's stakeholders to believe and achieve at the highest levels." We are excited and committed to the success that we feel we are destined to make.

Scarlet H. Black, Principal
John Swanson, SIC Chairperson
Deborah Jones, PTA President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	38	63	54
Percent satisfied with learning environment	94.6%	92.1%	94.4%
Percent satisfied with social and physical environment	100.0%	92.1%	79.6%
Percent satisfied with school-home relations	100.0%	79.0%	84.9%

*Only students at the highest elementary school grade level at this school and their parents were included.

NO CHILD LEFT BEHIND**SCHOOL ADEQUATE YEARLY PROGRESS****NO**

This school met 13 out of 19 objectives. The objectives included student performance, graduation rate, student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

TEACHER QUALITY AND STUDENT ATTENDANCE

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.7%	9.0%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance	96.8%	94.0%	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced (Adj)*	Distinct % Proficient and Advanced (Adj)*	State % Proficient and Advanced (Adj)*	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%											
All Students	210	100.0	33.1	44.4	19.7	2.8	29.8	49.8	46.8	No	Yes
Gender											
Male	98	100.0	40.7	38.4	19.8	1.2	24.4	42.8	40.1	N/A	N/A
Female	112	100.0	26.1	50.0	19.6	4.3	34.8	57.0	53.8	N/A	N/A
Racial/Ethnic Group											
White	72	100.0	21.9	43.8	28.1	6.3	40.6	59.5	58.7	Yes	Yes
African American	96	100.0	37.6	47.1	15.3	0.0	24.7	29.7	30.3	No	Yes
Asian/Pacific Islander	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	71.9	69.0	I/S	I/S
Hispanic	35	100.0	52.2	43.5	4.3	0.0	8.7	34.5	35.7	I/S	I/S
American Indian/Alaskan	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	42.1	45.8	I/S	I/S
Disability Status											
Disabled	42	100.0	59.0	33.3	7.7	0.0	10.3	18.9	15.9	I/S	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	6.3	26.6	N/A	N/A
English Proficiency											
Limited English Proficient	36	100.0	52.0	40.0	4.0	4.0	12.0	33.2	33.1	I/S	I/S
Socio-Economic Status											
Subsidized meals	197	100.0	33.9	45.2	18.5	2.4	28.0	31.6	32.3	No	Yes
Mathematics – State Performance Objective = 36.7%											
All Students	210	100.0	41.6	40.4	9.6	8.4	30.3	47.3	45.8	No	Yes
Gender											
Male	98	100.0	40.7	38.4	10.5	10.5	34.9	47.3	45.1	N/A	N/A
Female	112	100.0	42.4	42.4	8.7	6.6	26.1	47.4	46.6	N/A	N/A
Racial/Ethnic Group											
White	72	100.0	37.5	31.3	17.2	14.1	43.8	57.7	59.2	Yes	Yes
African American	96	100.0	47.1	44.7	5.9	2.4	21.2	24.7	26.9	No	Yes
Asian/Pacific Islander	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	73.6	71.6	I/S	I/S
Hispanic	35	100.0	39.1	52.2	0.0	8.7	21.7	35.1	37.6	I/S	I/S
American Indian/Alaskan	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	49.1	45.7	I/S	I/S
Disability Status											
Disabled	42	100.0	74.4	15.4	10.3	0.0	12.8	20.0	17.2	I/S	Yes
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	6.3	26.8	N/A	N/A
English Proficiency											
Limited English Proficient	36	100.0	36.0	52.0	0.0	12.0	24.0	35.8	37.0	I/S	I/S
Socio-Economic Status											
Subsidized meals	197	100.0	43.5	41.1	8.9	6.5	28.0	29.7	31.3	No	Yes

* Adj – Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced	District % Proficient and Advanced	State % Proficient and Advanced	School Attendance Rate	District Attendance Rate
Science											
All Students	139	100.0	62.3	19.3	8.8	9.6	18.4	35.0	33.0	96.8	96.3
Gender											
Male	67	100.0	51.7	19.0	13.8	15.5	29.3	37.0	34.0	97.1	96.2
Female	72	100.0	73.2	19.6	3.6	3.6	7.1	32.0	31.0	96.6	96.3
Racial/Ethnic Group											
White	60	100.0	50.0	21.4	9.5	19.0	28.6	44.0	45.0	96.1	96.2
African American	56	100.0	72.0	18.0	6.0	4.0	10.0	15.0	15.0	96.8	96.2
Asian/Pacific Islander	4	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	55.0	55.0	N/A	97.5
Hispanic	27	100.0	76.5	11.8	11.8	0.0	11.8	20.0	22.0	97.9	96.6
American Indian/Alaskan	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	35.0	33.0	N/A	95.8
Disability Status											
Disabled	32	100.0	75.9	10.3	10.3	3.4	13.8	38.0	36.0	97.0	96.4
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	11.0	N/A	96.3
English Proficiency											
Limited English Proficient	27	100.0	72.2	11.1	16.7	0.0	16.7	21.0	21.0	98.1	96.9
Socio-Economic Status											
Subsidized meals	131	100.0	64.8	19.4	8.3	7.4	15.7	18.0	19.0	96.8	95.5
Social Studies											
All Students	138	100.0	46.7	34.2	15.0	4.2	19.2	33.0	30.0	96.8	96.3
Gender											
Male	59	100.0	52.8	28.3	13.2	5.7	18.8	36.0	32.0	97.1	96.2
Female	79	100.0	41.8	38.8	16.4	3.0	19.4	31.0	28.0	96.6	96.3
Racial/Ethnic Group											
White	45	100.0	36.6	31.7	24.4	7.3	31.7	42.0	40.0	96.1	96.2
African American	68	100.0	52.5	33.9	10.2	3.4	13.6	17.0	16.0	96.8	96.2
Asian/Pacific Islander	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	55.0	54.0	N/A	97.5
Hispanic	21	100.0	43.8	50.0	6.3	0.0	6.3	20.0	23.0	97.9	96.6
American Indian/Alaskan	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	25.0	31.0	N/A	95.8
Disability Status											
Disabled	25	100.0	72.7	18.2	9.1	0.0	9.1	16.0	14.0	95.9	95.3
Migrant Status											
Migrant	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV	0.0	16.0	N/A	96.3
English Proficiency											
Limited English Proficient	22	100.0	47.1	47.1	5.9	0.0	5.9	21.0	23.0	98.1	96.9
Socio-Economic Status											
Subsidized meals	129	100.0	47.8	34.5	13.3	4.4	17.7	19.0	18.0	96.8	95.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient & Advanced
English/Language Arts								
2006	3	68	100.0	17.9	35.7	37.5	8.9	46.4
	4	69	100.0	29.8	52.6	17.5	0.0	17.5
	5	56	100.0	44.9	49.0	6.1	0.0	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	71	100.0	21.3	39.3	31.1	8.2	39.3
	4	68	100.0	35.7	53.6	10.7	0.0	10.7
	5	71	100.0	42.6	41.0	16.4	0.0	16.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

Mathematics								
2006	3	68	100.0	14.3	42.9	26.8	16.1	42.9
	4	69	100.0	52.6	33.3	8.8	5.3	14.0
	5	56	100.0	59.2	36.7	4.1	0.0	4.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	71	100.0	34.4	37.7	16.4	11.5	27.9
	4	68	100.0	48.2	37.5	7.1	7.1	14.3
	5	71	100.0	42.6	45.9	4.9	6.6	11.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

Science								
2006	3	68	100.0	32.1	33.9	19.6	14.3	33.9
	4	69	100.0	71.9	22.8	1.8	3.5	5.3
	5	56	100.0	79.6	20.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	36	100.0	39.3	21.4	17.9	21.4	39.3
	4	68	100.0	73.2	16.1	5.4	5.4	10.7
	5	35	100.0	63.3	23.3	6.7	6.7	13.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

Social Studies								
2006	3	68	100.0	14.3	30.4	37.5	17.9	55.4
	4	69	100.0	47.4	42.1	7.0	3.5	10.5
	5	56	100.0	67.3	32.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2007	3	35	100.0	21.2	42.4	24.2	12.1	36.4
	4	68	100.0	55.4	30.4	14.3	0.0	14.3
	5	35	100.0	58.1	32.3	6.5	3.2	9.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

Partner Agreement: Greenville County Schools and the Department of Educational Leadership and Policies at the University of South Carolina

The roles and responsibilities in the planning, implementation, and sustainability of the proposed public choice innovation school within a school are as follows:

Greenville County Schools will:

- Serve as the fiscal agent for this grant and ensure funding for the choice school is kept separate from the school's normal allocation.
- Hire a Project Director who will oversee all day-to-day operations for the choice school as outlined in the grant proposal.
- Facilitate all grant committee meetings during the planning and implementation phases of this choice school.
- Facilitate all student recruitment and admissions processes for the choice school.
- Ensure all data for the choice school is collected and reported separately from the rest of the school.
- Ensure all curriculum and instructional strategies are age, grade, and gender appropriate.
- Work closely with staff at the Department of Educational Leadership and Policies to ensure professional development and training of school staff is completed.
- Seek funding to supplement grant and state student allocation funding.
- Commit to seeking funding to continue the concept of this choice school at Cherrydale's feeder middle school, Lakeview Middle School.

The Department of Educational Leadership and Policies will:

- Participate in grant committee meetings during the planning and implementation phases of this choice school.
- Facilitate initial and ongoing professional development and training for choice school staff.
- Provide guidance and technical assistance to choice school staff during the planning and implementation phases of this choice school.
- Assist with seeking funding to continue the concept of this choice school at Cherrydale's feeder middle school, Lakeview Middle School.

Signatures from Greenville County Schools and the Department of Educational Leadership and Policies reflect each partner's commitment to planning, implementation, and sustainability of the proposed public choice innovation school within a school.

GCS Signature:

Danica L. Burns

Title:

Deputy Superintendent
11-27-07

USC Signature:

Tennell R. Stevens

Title:

Chair, EDLP



COLLEGE OF EDUCATION

November 26, 2007

Public Choice Innovation School Grant Program
South Carolina Department of Education
1429 Senate Street
Columbia, SC 29201

To Whom It May Concern:

I am delighted to have the opportunity to provide support for the School District of Greenville County's efforts to participate in the *South Carolina Public Choice Innovation School Grant Program*. Writing on behalf of the Department of Educational Leadership and Policies in the College of Education at the University of South Carolina, we fully endorse the initiative of the school district to seek creative avenues for enhancing the educational experiences of children.

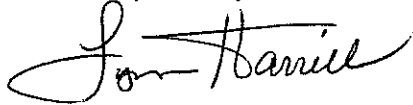
Educators have worked diligently in past decades to identify and implement innovations that would effectively increase the academic achievement and well being of students. Greenville County teachers and administrators have realized that there is no single, isolated approach or technique that will meet the academic needs of all students all of the time. Instead, it has become increasingly apparent through ongoing research and practice that multiple methods of pedagogy and service will better provide the "wrap-around" support that children need most. This approach is particularly important for children with the most challenging academic needs.

We are excited about the possibilities of Greenville County's proposal to provide an innovative, research-based instructional focus for fourth and fifth graders at Cherrydale Elementary School. Integrating and layering research-based practices such as single gender classrooms, differentiation of instruction, Theory of Multiple Intelligences, expanded literacy opportunities, and community service projects will deliver an enhanced educational experience for the intermediate students at Cherrydale, but will also be useful as the school district attempts a smoother and more effective student transition to middle school. These innovations have even greater promise as Cherrydale has already implemented a year-round schedule for its children and families.

This proposal will be successful because of the commitment and dedication of the Cherrydale Elementary School administration and faculty. As they move forward with this project, they are committed to an instructional focus which will be enhanced by research based leadership development, teacher professional development, collaborative instructional planning, and expanded parent education opportunities.

We applaud the efforts of the School District of Greenville County as they integrate a continuum of innovations and interventions to meet the academic needs of children at Cherrydale Elementary School. Moreover, the implementation of these innovations will serve as important research to inform instructional practice across the entire district. We enthusiastically support the Greenville County Public Choice Innovation School Grant Program proposal.

Respectfully,

A handwritten signature in cursive script, reading "J. Lynn Harrill". The signature is written in black ink and is positioned above the printed name.

J. Lynn Harrill, Ed.D.
Clinical Associate Professor

Patricia K. Burns

207 Beringer Court, Greenville, South Carolina 29615 • 864-254-9757

Education

Bachelor of Arts in Mathematics, 1963

Clarke College, Dubuque, Iowa

Masters in Arts in Educational Administration, 1978

The University of Iowa

Doctor of Philosophy in Educational Administration, 1981

The University of Iowa

Professional Experience

Interim Deputy Superintendent of Schools, 2007-

The School District of Greenville County; Greenville, South Carolina

Superintendent, 2002-2006

Lancaster County School District; Lancaster, South Carolina

Associate Superintendent for Instructional Services, 1997-2002

Lancaster County School District; Lancaster, South Carolina

Assistant Superintendent for Planning/Research, 1981-1994

The School District of Greenville County; Greenville, South Carolina

Consultant, 1982-present

Schools, school districts, and education agencies

Adjunct Instructor, Graduate Studies Program, 1982-1997, 2007

Furman University; Greenville, South Carolina

National Faculty, National Ed.D. Program for Educational Leaders, 1996-2002

Nova Southeastern University; Fort Lauderdale, Florida

Research Assistant, Educational Administration, 1979-1981

University of Iowa

Research Practicum, 1980

Cedar Rapids Community Schools; Cedar Rapids, Iowa

Mathematics Teacher

Roosevelt Junior High School, Cedar Rapids, Iowa, 1972-1979

Wahlert High School, Dubuque, Iowa, 1966-1969

William Fremd High School, Palatine, Illinois, 1963-1965

Professional Services

Advisory Board

South Carolina Center for Excellence in the Assessment of Student Learning

Program Presenter

American Association of School Administrators' National Conference

Southern Association of Colleges and Schools National Conference

South Carolina Department of Education State Conferences

South Carolina Association of School Administrators State Conferences

South Carolina School Boards Association State Conferences

Patricia K. Burns

207 Beringer Court, Greenville, South Carolina 29615 • 864-254-9757

Board of Directors – president, president-elect, secretary
South Carolina Educators for the Practical Use of Research

Charter president
Phi Delta Kappa, Greenville-Spartanburg Chapter

President
Phi Delta Kappa, Piedmont Area South Carolina Chapter

Technical Advisory Committee for Education Accountability
South Carolina Education Oversight Committee

Executive Board
South Carolina Association of School Superintendents

Accountability Steering Committee Chair
South Carolina Association of School Superintendents

Accreditation Task Force
South Carolina Department of Education

Assessment Advisory Committee
South Carolina Department of Education

Governor's Task Force for Education Accountability
South Carolina Governor's Office

Impairment Review Team
South Carolina Department of Education

Educational Excellence Committee on Assessment
South Carolina Department of Education

Quality Assessment Task Force
South Carolina Department of Education

Technical Advisory Committee for Assessment
South Carolina Department of Education

Accountability Committee Chair, Superintendents' Division
South Carolina Association of School Administrators

Professional Memberships

American Association of School Administrators
American Association of University Women
American Educational Research Association
Association for Supervision and Curriculum Development
Delta Kappa Gamma
National School Boards Association
National Staff Development Council
Phi Delta Kappa
South Carolina Association of School Administrators

Patricia K. Burns

207 Beringer Court, Greenville, South Carolina 29615 • 864-254-9757

South Carolina Association for Supervision and Curriculum Development
South Carolina Educators for the Practical Use of Research
South Carolina Network of Women Administrators in Education
South Carolina School Boards Association

Community Service

President, Board of Directors

Lancaster Breakfast Rotary Club

Education Task Force

Lancaster County Strategic Plan Steering Committee

Board of Directors

Lancaster County First Steps Program

Board of Directors

Communities-In-Schools of Lancaster County

Education Committee

Springs/Close Foundation, Lancaster, SC

Board of Directors

Junior Achievement Program

Agency Review Team

Lancaster County United Way

Board of Directors

Girl Scout Council of the Congaree Area

Workforce Development Council

Greater Greenville Chamber of Commerce

Needs Assessment Study Group

Greenville County Community Planning Council

Loaned Executive

Greenville County United Way

Institutional Review Committee

Greenville Hospital System

Honors and Distinctions

Academic Scholarships

Kappa Gamma Pi Scholastic Honor Society

Dean's List

Clarke College

Cum Laude Graduate

Clarke College

Patricia K. Burns

207 Beringer Court, Greenville, South Carolina 29615 • 864-254-9757

Perry Eugene McClenahan Award, 1981

University of Iowa

(Outstanding doctoral candidate in educational administration)

Outstanding Service Award, 1991

Phi Delta Kappa

Administrator of the Year, 1992

Greater Greenville Association of Educational Office Professionals

Administrator of the Year, 1993

South Carolina Association of Educational Office Professionals

Outstanding Leadership Award, 1993

The School District of Greenville County

Communication Leadership Award, 1994

Greenville Toastmasters

(Outstanding achievement and contribution to communications)

Exemplary Service Award, 1994

South Carolina Educators for the Practical Use of Research

Award of Distinction, 2000, 2006

Lancaster County Parents for Public Schools

Outstanding Administrator Award, 2000

South Carolina Association for Supervision and Curriculum Development

Outstanding Community Service Award, 2003

New Hope Missionary Baptist Church, Heath Springs, SC

Superintendent of the Year Award, 2004

South Carolina School Plant Managers' Association

Publications

CAI and Mathematics Achievement....Is There a Relationship?; *Educational Technology*; October, 1981

Educational Accountability: Moving Forward or Mistakes Made?; *Palmetto Administrator*; Winter, 2001

J. Lynn Harrill, Ed.D.

302 Edgewood Circle
Woodruff, SC 29388
864.476.9024

Wardlaw College of Education
University of South Carolina
Columbia, SC 29208
803.777.3091 / 864.542.6451
lharrill@sc.edu

EDUCATION

Doctor of Education, 1990

Curriculum and Instruction and Educational Administration, University of South Carolina

Master of Education, 1974

Secondary Education, University of South Carolina

Bachelor of Arts, 1973

Secondary Education/English, University of South Carolina

CERTIFICATION

Professional Certificate: Doctorate: Superintendency, Secondary Principalship, Elementary Principalship, Elementary, Secondary English

WORK EXPERIENCE

Clinical Associate Professor

University of South Carolina

Currently serving as fulltime Clinical Associate Professor of Educational Administration in the Department of Educational Leadership and Policies in the Wardlaw College of Education. Responsibilities include teaching and advisement in the M.Ed., Ed.S., and Ph.D. degree programs in educational administration. Areas of emphasis include: curriculum design and development, instructional supervision, literacy education, professional development, and educational leadership. (7/05 – present)

Assistant Superintendent for Instruction

Spartanburg County District Seven

Supervised District Seven Instructional Division at the district level. Responsibilities included coordination of the instructional program (pre-K-grade12) in all thirteen schools; planning and organization of instructional supervision, curriculum development, student assessment, and professional development; coordination of instructional technology planning and training; supervision of district office instructional coordinators, principals, and teachers; fiscal planning and budgeting for instructional accounts in both the general fund and in state and federal categorical funding; supervision of all grant writing at the state and federal levels; procurement of district-wide instructional textbooks, supplies, materials and equipment; programmatic planning and compliance related to state accreditation, Southern Association of Colleges and Schools, Act 135 of 1993, Accountability Act of 1998, Education Oversight Committee, and No Child Left Behind of 2002. (7/02 – 6/05).

Associate Professor of Education**Furman University**

Served as Professor in the Teacher Education Program specializing in Curriculum Studies, Secondary Education Methodology, and Literacy Education. In addition to teaching responsibilities in the undergraduate and graduate programs, supervised student teachers and coordinated the Upstate Schools Consortium which is a collaborative project shared by Furman University and eighteen upstate public school districts. (9/00-6/02)

Assistant Superintendent for Instruction**Spartanburg County District Four**

Had responsibility for coordinating the district instructional program and supervising district-level instructional coordinators, administrators, and teachers. Activities included curriculum development, staff development, and instructional supervision, PreK-12. Had responsibility of assisting the superintendent in administrative duties such as financial and budgetary planning, personnel recruiting, interviewing, and evaluation; procurement of district supplies, materials and equipment; supervision of administrative and teaching staff; long-range planning for the district; and implementation of district and state procedures and requirements such as accreditation with the State Department of Education and compliance with Act 135 and Accountability Act. (7/89 – 8/00).

High School Principal**Woodruff High School**

Served as Woodruff High School principal during the 1988-89 school year. Had full administrative responsibilities for the total operation of the school and coordination of all programs. Coordinated the acquisition and ordering of all new materials and equipment of a new high school facility. Coordinated the move from the temporary high school campus into the newly-constructed Woodruff High School. (8/88 - 7/89)

Director of Instruction**Spartanburg County District Four**

Coordinated district instructional program K-12, testing program, handicapped program, and district staff development. Supervised district instructional coordinators in such areas as basic skills remediation, compensatory/remedial programs, and gifted education. (7/84 - 7/88)

Adjunct Professor**Converse College**

Serving as adjunct professor in the School of Education. (3/88 – 12/04)

Adjunct Professor/Clinical Professor**University of South Carolina**

Served as adjunct/clinical professor in the Department of Leadership and Policies (6/90 – 5/05)

English Teacher/English Department Chairman**Woodruff High School**

Taught reading, advanced and remedial English courses in grades 10, 11, and 12, advanced placement English, and journalism. As English Department Chairman, coordinated English Department business and activities. (8/75 - 6/84)

PROFESSIONAL

Memberships Include:

American Association of School Administrators
South Carolina Association of School Administrators
National Council of Professors of Educational Administration
Association for Supervision and Curriculum Development
South Carolina Association for Supervision and Curriculum Development
South Carolina Council of Teachers of English
National Staff Development Council
South Carolina Staff Development Council

Offices In Professional Organizations Include:

College Representative: South Carolina Association of Supervision and Curriculum Development Board (2005-2007)
Immediate Past President: South Carolina Council of Teachers of English (2004-2005)
President: South Carolina Council of Teachers of English (2003-2004)
President-Elect: South Carolina Council of Teachers of English (2002-2003)
Conference Planning Committee: South Carolina Association of School Administrators / Superintendents' Division (2002-2003)
Accountability Committee: South Carolina Association of School Administrators / Superintendents' Division (1998-2001)
Vice President for Programs: South Carolina Council of Teachers of English (2001-2002)
Executive Board Member: South Carolina Staff Development Council (1998-1999)
Immediate Past President and Delegate: Greenville-Spartanburg Phi Delta Kappa (1996-1997)
President: Greenville-Spartanburg Phi Delta Kappa (1995-1996)
Vice President for Programs: Greenville-Spartanburg Phi Delta Kappa (1994-1995)
Foundations Representative: Greenville-Spartanburg Phi Delta Kappa (1993-1994)
Vice President: Spartanburg Council of the International Reading Association (1990-1991)
Editor (newsletter): Spartanburg Council of the International Reading Association (1989-91)
Board of Directors: South Carolina Association of Supervision and Curriculum Development (1988-1990)
Editor (newsletter): South Carolina Association of Supervision and Curriculum Development (1986-1991)
Co-director: Spartanburg Writing Project (1982-1987)
President: South Carolina Council of Teachers of English (1983-1984)
President-Elect: South Carolina Council of Teachers of English (1982-1983)
Editor (newsletter): South Carolina Council of Teachers of English (1980, 1981)
Treasurer: South Carolina Council of Teachers of English (1978, 1979)
Faculty Representative: South Carolina Education Association
Judge: NCTE Achievement Awards in Writing (1981, 1982, 1983)

Southern Association of Colleges and Schools

(School Improvement Facilitator and Peer Review Chairperson for Southern Association of College and Schools for both the Elementary Commission and Secondary Commission)

Most Recent SACS Committees Include:

- SACS CASI Quality Assurance Review Team Vice-Chairperson: Lexington County District Four Swansea, SC November 11-14, 2007
- SACS CASI Quality Assurance Review Team Chairperson: Daniel High School March 20-22, 2007
- SACS CASI District Quality Assurance Review Team Member: Candler County Schools, GA February 11-14, 2007
- SACS CASI Quality Assurance Review Team Chairperson: School District of Oconee County March 13-15, 2006
- SACS CASI Quality Assurance Review Team Chairperson: Spartanburg County District Four February 6-8, 2006
- SACS Peer Review Chairperson: Laurens School District #56 February 14-16, 2005
- SACS Peer Review Chairperson: Anderson School District Four March, 2004
- SACS Peer Review Chairperson: Richland School District One (27 schools) March 24-26, 2003
- SACS Peer Review Chairperson: Spartanburg District Five Elementary and Middle Schools February 25-27, 2003
- SACS School Improvement Facilitator: Spartanburg District Five Elementary and Middle Schools. January 2001 - present
- SACS School Improvement Facilitator: Carver Junior High School. January, 2001-2002
- SACS School Improvement Facilitator: Berea High School. January, 2001-2002
- SACS Peer Review Chairperson: James F. Byrnes High School Five Year Visit. February 27-28, 2001.
- SACS School Improvement Facilitator: James F. Byrnes High School. January 2000 – January 2001.
- SACS Peer Review Chairperson: Laurens District 56 Elementary and Middle Schools. February 28-March 1, 2000.
- SACS School Improvement Facilitator. Laurens District 56 Elementary and Middle Schools. January, 1999 – January 2000.
- SACS Peer Review Chairperson: Anderson District Five Elementary and Middle Schools. March 16-18, 1999.

State Department of Education: External Review Team Participation

Served on the 2006 External Review Team for Timmonsville High School in Florence County School District 4. Activities included verification of compliance through document review, classroom observation, and individual and group interviews. The committee provided the school with findings which included both commendations and recommendations.

HONORS, APPOINTMENTS, AND COMMITTEES

Committee Appointment
South Carolina Educational Leadership Committee
S.C. Department of Education
(2006-2007)

Committee Chairperson
South Carolina Testing Task Force
S.C. Department of Education and S.C. Education Oversight Committee
(2004-2005)

Committee Appointment
South Carolina Reading First Advisory Committee / No Child Left Behind
(2003-2004)

NCATE Educational Consultant
Wofford College Department of Education Standards and Assessment Project
(2002-2003)

Committee Appointment
North Greenville College Teacher Education Advisory Committee
(2002-2003)

Coordinator
Upstate Schools Consortium
(Fall, 2000 – Present)

Panel Member
Expert Panel for Principal Evaluation in South Carolina
S.C. Department of Education
(Fall, 2000)

Committee Member
Palmetto's Finest Committee to Kenan High School in Columbia, SC
December, 2000

Chairman
Administrative/By-Laws Committee
Spartanburg County First Steps Executive Board
(1999-2000)

Chairman
Sustainable Growth Committee
Boys' and Girls' Club of Metro Spartanburg
(1999-2000)

Executive Board
Boys' and Girls' Clubs of Metro Spartanburg
(1998-2001)

Chairman
Life-long Learning Advisory Board of the University of South Carolina at Spartanburg
(1996-1998)

Chairman
Spartanburg County Curriculum/Staff Development Council
(1995-1996)

Committee Member
Spartanburg County Curriculum/Staff Development Council
(1984-2000)

Co-Chairman
Upstate Business Education Council, 1995-1996

Co-Chairman
Upstate Business Education Council Teacher Training Sub-Committee, 1995-1996

Life-long Learning Advisory Board for the University of South Carolina at Spartanburg
1995-1996

Teacher Education Advisory Council (TEAC) for the Education Department at
Converse College, 1995-1996

South Carolina ASCD Award
Outstanding Contributions to Curriculum and Supervision, 1990

Assessor
South Carolina Department of Education Leadership Academy, 1988-present

Graduate

South Carolina Superintendency Internship Program, 1989

South Carolina Exit Examination Writing Committee, 1986-1988

South Carolina Instructional Forum, 1986-1991

National Honor Society Faculty Award

Woodruff High School 1978-1979

Rotary Club Award: Outstanding Contributions to Education

Presented by the Woodruff Rotary Club, June 1983

SPECIAL PROJECTS:

Middle School Science Curriculum Development Project for Western Piedmont Educational Consortium. Serving as a consultant to facilitate middle school science curriculum development for the ten districts represented in the consortium. November, 2007- present.

Leadership Development Workshop Series for Spartanburg County School District One. Serving as a consultant to facilitate professional development for school leadership teams. Working with co-presenter, Dr. Sandra Lindsay, have conducted sessions on instructional leadership, supervision, and coaching. August, 2007 – present.

Literacy Across the Curriculum Institute for Greenwood District 51. Served as primary consultant in assisting Greenwood 51 teachers in developing integrated curriculum units which support literacy learning across the curriculum. June, 2007.

Foreign Language Curriculum Development Project for Western Piedmont Educational Consortium. Served as a consultant to facilitate foreign language curriculum development for the ten districts represented in the consortium. May-June, 2007.

Comprehensive, District-wide Curriculum Development Project for Union County Schools, Union, SC. Served as a consultant to facilitate curriculum development. Working with Co-presenter, Dr. Nancy Breard (Converse College), conducted sessions on curriculum design, conceptual learning, revised Bloom's Taxonomy, and effective assessment strategies. September 26, 2006; November 8, 2006; January 24, 2007.

Comprehensive School Study for Spring Valley High School in Richland County School District Two as a part of a special contract with the Department of Educational Leadership and Policies at the University of South Carolina. Served as lead investigator with three other team members (Dr. Sandra Lindsay, Dr. Diane Harwell, and Dr. Joe Flora) to conduct a study of the instructional program focusing on curriculum, instruction, and assessment practices throughout the school. At the completion of the study, a final report was completed to provide findings and recommendations. July 1- September 20, 2006.

Induction Teacher Research Project with Compass Learning Systems, Inc. Collaborated with Dr. Sharon Ray to produce a white paper to support effective practices for inducting and retaining teachers new to the profession. The white paper, entitled "Induction and Retention of Teachers New to the Education Profession," was presented to Compass Learning Systems to provide a rationale for the development of programs by their company to support efforts for initial and ongoing professional development for induction teachers. Spring, 2006.

Comprehensive District Curriculum and Instruction Review for Edenton Chowan School District in Edenton, NC. Conducted an on-site investigation of Pre-K-12 curriculum, instruction,

and assessment practices in all schools in the district. The qualitative study included document review, group and individual interviews, focus groups, and school/classroom observations. At the request of the district, a close examination of the balanced literacy program at all schools was conducted. A final report provided findings which included both commendations and recommendations. The final report was presented to the Superintendent and Central Office Staff. In addition, a presentation of findings was provided for the Edenton Chowan Board of Education. Spring, 2006.

District Professional Development Working-on-the-Work Initiative for Lancaster County School District as a part of a special contract with the Department of Educational Leadership and Policies at the University of South Carolina. Working with co-facilitator (Dr. Sandra Lindsay), conducted a district-wide professional development initiative that focused on increasing the level of student engagement in learning. Sessions with the district-wide team of district staff, school administrators, and teacher leaders were scheduled throughout the school year. Emphasis was given to *Working on the Work* (Phillip Schlechty), *Understanding by Design* (Grant Wiggins and Jay McTighe), and *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (Lorin Anderson and David Krathwohl). May, 2005 – May, 2006.

District Professional Development Workshop Series Focusing on the Revised Bloom's Taxonomy for Greenwood School District 50. Working with co-facilitator (Dr. Sandra Lindsay), conducted a district-wide professional development initiative based on *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (Lorin Anderson and David Krathwohl). In a series of three workshops, participants actively explored the instructional possibilities of the revised taxonomy. Such possibilities included curriculum planning, curriculum development, and student engagement in learning.

PRESENTATIONS AND WORKSHOPS:

“Designing the Curriculum to Support Effective Student Learning.” A workshop for Induction Teachers, K-12. Greenwood District 51. August 13, 2007.

“Putting First Things First: Paying Attention to Details.” A workshop for school leadership teams. Spartanburg County District One. August 2, 2007.

“Designing the Curriculum to Support South Carolina Academic Standards.” A workshop for Induction Teachers, K-12. Spartanburg County District Three. July 30, 2007.

“Maximizing Online Learning with Tablet PCs.” A workshop session at the 2007 annual meeting of the National Council of Professors of Educational Administration. Chicago, Illinois. August 1, 2007. Co-presenter: Dr. Diane Hartwell.

“Effective Curriculum Design: Putting First Things First in School Reform.” A workshop session at the 2007 annual meeting of the National Council of Professors of Educational Administration. Chicago, Illinois. August 1, 2007.

“Curriculum Design: Foundation for Successful Teaching and Learning.” A workshop for all teachers, K-12. Greenwood County District 51. August 4, 2006.

“Blending Traditional and Technological Strategies – A Journey Worth Taking.” A workshop session at the 2006 annual meeting of the National Council of Professors of Educational Administration. Lexington, Kentucky. August 1, 2006. Co-presenter: Dr. Diane Hartwell.

“Academic Standards, Mystery or Mayhem? / Making Sense of Standards Through Curriculum Design.” A workshop for Induction Teachers sponsored by Compass Learning Systems, Inc. at the University of North Carolina Asheville. July 25, 2006.

“*Classroom Instruction That Works*: Foundation for Student Learning.” A series of workshops for new teachers attending Richland County School District One’s 2006 Summer Induction Teacher Retreat. July 12, 2006.

“Using Summative and Formative Assessment Information to Drive Instructional Decisions” and “The Essentials of Teaching and Learning.” Workshops for the S.C. Department of Education at its Summer Training Conference (Office of School Quality). June 19 and 21, 2006. Co-presenters: Dr. Judy Newman, Ms. Mary Babb, and Dr. Joe Flora.

“*Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* – A Book Study.” A three-session book study conducted for school leaders and potential school leaders in Richland County School District One. May 31, June 6, and June 14, 2006.

“Blending Technology and Pedagogy: A Dynamic Approach to Learning.” A workshop session at the 2006 Summer Leadership Conference of the South Carolina Association of School Administrators. Myrtle Beach, SC. June 19, 2006. Co-presenter: Dr. Diane Hartwell.

“Instructional Leadership: Knowing the Essentials of Teaching and Learning.” A series of workshops for Richland County School District One’s Leadership Development Pre-Service Program participants. March 11, 2006.

“Motivating Students to Learn: Tips for Engaging the Disengaged.” A workshop for South Carolina Association of School Administrators’ Summer Leadership Conference. June 24, 2003.

“Addressing Student Learning Styles in the Fine Arts Classroom.” A workshop for the South Carolina Arts Commission Summer Teacher Institute.” June 10 and 18, 2003.

“Closing the Achievement Gap for Low Achievers.” A workshop for the faculty of Sirrine Elementary School in Greenville, SC. January 23, 2002.

“Addressing Standards Through Curriculum Integration and Interdisciplinary Teaching.” A workshop for the Western Piedmont Education Consortium in Clinton, SC. January 16, 2002.

“Evaluator Training for the South Carolina Assisting, Developing, and Evaluation of Professional Teaching (ADEPT) Program.” A three day ADEPT Evaluator training for 12 South Carolina college professors at the S.C. Department of Education in Columbia, SC. October 31 – November 2, 2001.

“Instructional Planning to Facilitate Student Learning.” A workshop for Spartanburg District Two induction teachers. October 29, 2001.

“Promoting Conceptual Learning: *Understanding by Design*.” A workshop for Dorman High School faculty. September 17, 2001.

“Addressing Standards Through Curriculum Integration and Interdisciplinary Teaching.” A workshop for the Upstate Schools Consortium at Furman University. September 13, 2002.

“Fulfilling Our Vision for **ALL** Students.” Keynote Address for North Greenville College faculty. August 16, 2001.

“Reaching Every Child Through Differentiated Learning.” A Workshop for teachers and administrators at Riverridge Elementary School in Spartanburg District Five. August 7, 2001.

“Strategies for Increasing Student Achievement in Secondary English.” A workshop for Cherokee County Secondary English Teachers. August 6, 2001.

“Evaluator Training for the South Carolina Assisting, Developing, and Evaluation of Professional Teaching (ADEPT) Program.” A three day ADEPT Evaluator Training for teachers in Spartanburg District Four. July 30-August 1, 2001.

“Curriculum and Instruction for Gifted Education.” Seminars for secondary teachers in Spartanburg District One and Four. July 16-20, 2001.

“Implementing *Understanding by Design*.” A workshop for Teacher Leaders/Department Chairpersons at Dorman High School in Spartanburg District Six. July 10-11, 2001.

“South Carolina Curriculum Standards Overview.” A presentation at the South Carolina Department of Education Standards and Assessment Project 2001 Summer Meeting at Furman University. June 20, 2001.

“Conceptual Teaching and Learning.” A workshop for the School District of Greenville County Critical Teaching Needs Program. June 15, 2001.

“The Change Process in Effective Implementation of School and District Professional Development Programs.” A workshop for the South Carolina Professional Development Academy at Furman University. June 14, 2001.

“Promoting Student Achievement Through Standards-Based Education (Curriculum/Instruction/Assessment).” Workshops for Assistant Principals in Anderson School District Five. February 13, 2001 and March 14, 2001.

“Best Practices in Teaching Secondary English/Language Arts Using the South Carolina English/language Arts Curriculum Standards (Curriculum/Instruction/Assessment).” A workshop for Secondary English/Language Arts teachers in Cherokee County. February 20, 2001.

“Curriculum Design to Enhance English/Language Arts Standards Implementation.” A workshop for Secondary English/Language Arts teachers in Cherokee County. January 25, 2001.

“Conceptual Learning: Unlocking the Key to Successful Standards-Based Teaching.” A workshop for the Upstate Schools Consortium at Furman University. January 23, 2001.

“An Introduction to School Improvement Using the National Study of School Evaluation Process (Southern Association of Colleges and Schools)” A workshop for Carver Junior High School. January 15, 2001.

“Before It’s Too Late: the Reluctant Learner, Applied Academics, and the Achievement Gap.” A workshop for South Carolina Math and Science HUBS and the Tech Prep/School-to-Work Regional Consortia at the statewide fall meeting of the South Carolina Integrated Alliance of Business and Education. November 17, 2000.

"Effective Assessment Strategies Using the South Carolina Curriculum/Instruction/Assessment Model." A workshop for Laurens 56 Induction Teachers. November 13, 2000.

"Evaluator Training for the South Carolina Assisting, Developing, and Evaluation of Professional Teaching (ADEPT) Program." A three day ADEPT Evaluator training for 35 South Carolina college professors at the S.C. Department of Education in Columbia, SC. October 25 – 27, 2000.

"Using the Theory of Multiple Intelligences as a Framework for Planning and Implementation of Effective Instruction." A workshop for Laurens 56 Induction Teachers. October 16, 2000.

"Mentoring: Providing Assistance and Support for the First Year Teacher." A workshop for Spartanburg District Two Induction Teacher Mentors. October 11, 2000.

"Update from the Office of Teacher Quality with Dr. Janice Poda." Arranged meeting of Upstate Schools Consortium representatives at the South Carolina Professional Development Council in Charleston, SC. Hosted and facilitated discussion of representatives and Dr. Poda. October 5, 2000.

"Using Current Brain Research to Enhance Student Learning." A workshop for Byrnes High School. October 4, 2000.

"Identifying and Accommodating Learning Styles in the Classroom." A workshop for Laurens District 56 Induction Teachers. October 2, 2000.

"Update on Upstate Alternative Teacher Certification Program." South Carolina Association of School Administrators / Fall Personnel Meeting. Greenville, SC. September 21, 2001.

"Identifying and Accommodating Learning Styles in the Classroom." A workshop for Spartanburg District One Induction Teachers. Campobello, SC. August 30, 2000.

"Translating Brain Research into Classroom Practice." A workshop for the Faculty of Mary H. Wright Elementary School, Spartanburg, SC. November 29, 1999.

"Focusing Technology on Student Achievement." A workshop for the South Carolina Technology Conference (EdTech '99). November 4, 1999.

"Focusing Technology on Student Achievement." A workshop for Fall Instruction Conference of the South Carolina School Boards Association. October 16, 1999.

"Translating Standards into Quality Classroom Instruction." A workshop for the Upstate School Consortium at Furman University. February 8-9, 1999.

"Using Learning Styles and Brain Research to Improve Instruction." Seminar for Buncombe County Schools in Asheville, NC. January 23, 30, 1999.

"Survival Tips for New Teachers." For "Putting Theory Into Practice" (New Teacher Course). Panel Member at the University of South Carolina at Spartanburg. October 27, 1998.

"Understanding and Using Curriculum Models in Teaching." Panel Member for ITV Interactive Education Class - Sumter/Spartanburg at the University of South Carolina at Spartanburg. September 2, 1998.

"Addressing and Accommodating Learning Styles in the Secondary Classroom." A workshop for secondary teachers at J.L. Mann Academy in Greenville County. January 27, 1998.

"Brain-Compatible Learning." A Workshop for Upstate Teachers sponsored by the Education Department at Furman University. February 10, 1997.

"Identifying and Accommodating Learning Styles Utilizing the Dunn and Dunn Learning Styles Model." Inservice workshop for Alma Elementary School teachers in Cherokee County. November 13, 1996.

"Cooperative Learning in the Classroom." Inservice workshop for teachers in Barnwell County District 29 - Williston. August 12, 1996.

"Theory of Multiple Intelligences - Framework for Lesson Planning." The Second Annual Conference on Semester Block Scheduling. Sponsored by Spring Valley High School and the S.C. Department of Education. Columbia, S.C. June 24, 1996.

"Multiple Intelligences Symposium." Conference for teachers from Greenville, Spartanburg, and Catawba Tech Prep Consortia at the University of South Carolina at Spartanburg. June 12 -14, 1996.

"Theory of Multiple Intelligences Seminars - Train-the-Trainer." A series of train-the-trainer workshops in preparation for the Tech Prep Multiple Intelligences Conference planned for June, 1996 at the University of South Carolina at Spartanburg. Sponsored by the Upstate Tech Prep Consortium, the Catawba Tech Prep Consortium, and the Greenville County Tech Prep Consortium. February 24, 1996, March 9, 1996, and March 16, 1996.

"Utilizing Learning Styles as a Tool for Career Counseling." Inservice Workshop for Union County Guidance Counselors. February 9, 1996.

"School-to-Work - A District Perspective." Panel for EDUC R633B: Designing Effective Approaches for Curriculum Integration at the University of South Carolina at Spartanburg: January 29, 1996.

"Quality Staff Development Can Sail Through Sometimes Rough Waters: A Statewide Initiative in Educational Change." Co-presenter at National Staff Development Council Annual Conference. Chicago, Illinois: December 11, 1995.

"Learning Styles Identification - An Introduction." Inservice Workshop for Luther Vaughn Elementary School in Cherokee County Schools. November 2, 1995.

"Identifying and Accommodating Learning Styles in the Classroom." Inservice Workshops for R.D. Anderson Technology Center. August 22, 1995, September 18, 1995, October 16, 1995, March 19, 1996.

"Addressing Applied Methods through a Graduate Course Approach." Southern Regional Education Board's High Schools That Work Conference. Atlanta, Georgia, July 14, 1995.

"Identifying and Accommodating Learning Styles: An Overview." Presentation to Spartanburg District Six Teachers at Dorman High School. March 20, 1995.

"Enhancing Critical Thinking in the Classroom." Inservice Workshop for Cherokee County Teachers at Blacksburg Primary School. March 10, 1995.

"Utilizing Learning Styles to Enhance Career Guidance." Workshop for Lexington County District Two Guidance Counselors at Lexington Two Schools Central Office. November 30, 1994.

"Developing the Elementary Social Studies Curriculum." for Elementary Social Studies Curriculum Course at the University of South Carolina at Spartanburg. October 6, 1994.

"Implementing Current Trends in English Education." Pre-service Workshop for Cherokee County High School English Teachers at Gaffney High School. August 16, 1994.

"Current Trends and Issues in Curriculum and Instruction." Presentation for the South Carolina Association of School Administrators' Superintendents' Conference. July 26, 1994.

"The Role of Learning Styles in Vocational Education." Workshop for South Carolina Vocational Administrators' Conference. April 20, 1994.

"Utilizing Cooperative Learning Techniques in Applied Academics Classes." Workshop for Instructors of the 1994 Upstate Tech Prep Consortium Symposium. March 17, 1994.

"Successful Tips for Implementing Cooperative Learning in the Classroom." Workshop for Alma Elementary School in Gaffney, S.C. March 4, 1994.

"Learning Styles Seminar." Workshop for the Leadership Academy of the S.C. Department of Education at the S.C. State Museum in Columbia. March 4, 1994.

"Higher Order Thinking and Questioning Skills" Workshop for Draytonville Elementary School in Gaffney S.C. January 12, 1994.

"Cooperative Learning Techniques for College Instructors" Workshop for School of Arts and Science Instructors at the University of South Carolina at Spartanburg. January 6, 1993.

"Great Expectations: Making a Difference for Children." Co-presenter for the Leadership Spartanburg Alumni Association program on Critical Indicators II Report. March 9, 1993.

"Learning Styles Seminar" Workshop for the Leadership Academy of the S.C. Department of Education in Florence, S.C. December 15, 1993.

"Cooperative Learning in the Classroom." Summer Workshop for Greenville County Teachers at J.L. Mann High School. June 14-17, 1993.

"Teaching For Thinking, Of Thinking, and About Thinking." Workshop for Cowpens Junior High School in Spartanburg District Three. October 27, 1992.

"Implementing a Comprehensive Career Guidance Program." Workshop for the 1992 Tech Prep Conference at the University of South Carolina, Columbia, S.C. July 27, 1992.

"Identifying and Accommodating Learning Styles Using the Dunn & Dunn Learning Styles Model." Workshop for Increasing Student Achievement Seminar sponsored by the South Carolina Association of School Administrators. November 6, 1991.

"Introduction to Learning Styles." Workshop for John E. Ewing Junior High School in Gaffney, S.C. November 13, 1991.

"Promoting Higher Order Thinking in the Classroom." Workshop for the Higher Order Thinking Update Seminar sponsored by the S.C. Department of Education. November 29, 1990.

GRADUATE COURSES:

Have taught graduate courses as an adjunct or clinical professor at various institutions. A list of specific courses is included.

University of South Carolina:

Have taught the following courses for the Department of Leadership and Policies in the College of Education at the University of South Carolina:

EDLP 701: School Leadership
EDLP 703: Supervision of Instruction
EDLP 721: Staff Development in the Public Schools
EDLP 725: Principles of Curriculum Construction
EDLP 726: Curriculum Leadership
EDLP 735: Organizational Change in Education
EDLP 753: Advanced Methods of Instructional Supervision
EDSE 728: Advanced Methods of Instruction in the English Classroom
EDLP 820: Curriculum Classics: Trends and Issues
EDLP 827: Practicum in Curriculum

Have taught the following special contract courses at the University of South Carolina:

- Implementation of School to Work in Applied Communications Classes
- Advanced Instructional Methods for Applied Academics Classrooms for the Upstate Tech Prep Consortium
- Promoting Critical and Creative Thinking in the Classroom for Cherokee County Schools
- Identifying and Accommodating Learning Styles in the Classroom for Spartanburg District Three Schools and Union County Schools
- Cooperative Learning in the Classroom for Spartanburg District Three Schools
- Promoting Higher Order Thinking with Cooperative Learning Techniques for Spartanburg District Three Schools
- Teaching of Higher Order Thinking Institutes (Train-the-Trainer):
for Spartanburg Districts 1-7.

Converse College: *Have taught the following courses in the Converse College Graduate Education Program:*

EDUC 620: Curriculum Development
EDUC 621: Curriculum Leadership
EDUC 622: Curriculum and Instruction: Trends and Issues
EDUC 555: Teaching of Reading in the Secondary School
EDUC 551: Identifying and Accommodating Learning Styles in the Classroom

Citadel: *Have taught the following course for the Citadel at Clinton High School:*

EDUC 560: Advanced Instructional Methods for Applied Academics Classrooms
for Laurens District 56 (Clinton High School)

Scarlet H. Black

Principal, Cherrydale Elementary School
302 Perry Road
Greenville, South Carolina 29609
864-355-3300 (Main telephone number)
864-355-3361 (Fax)
E-mail: sblackdirector@cs.com

Education and Certification

Master's Plus 30 Hours, Administration and Supervision
Clemson University (1985)

M. Ed., Counseling
University of North Carolina - Charlotte (1975)

B. S., Commerce
North Carolina Central University
Durham, North Carolina (1970)

Professional Experience

Principal of Cherrydale Elementary School (2004-Present)

First Principal of two schools: Cone Primary & Sans Souci Intermedite (2003-2004)

Principal of Cone Primary School (2001-2003)

Appointed to Superintendent's Employee Advisory Council representing Group I Principals (2002)

First Assistant Principal at East North Street Academy, (1995 – 2001)

District Summer School Director:
2000 – Lakeview Middle School
1998 – Augusta Circle Elementary
1997 – Sara Collins Elementary
1996 – Sara Collins Elementary

Middle School Guidance Counselor (1980 - 1994)
(Monaview Middle, Parker Middle, League Middle)

Lead High School Counselor (1972 - 1980)
Concord High School
Concord, North Carolina

Workshop Presentations

"The Leadership Challenge"

1999 Leadership Conference
Zeta Phi Beta Sorority, Incorporated
Dallas, Texas

"Priming the African - American Male for Success"

1993 Middle School Conference
Myrtle Beach, South Carolina

"Teaming In the Middle School"

1992 Summer Workshops
School District of Greenville County

"Beginning An ADD Parent Support Group"

1992 Middle School Conference
Myrtle Beach, South Carolina

Programs

Developed a self - esteem program for African - American males at the Middle School level entitled "V.I.P.'s (Very Important People)".

Developed a comprehensive Tutorial Program, Grades 2-12
Israel Metropolitan C.M.E. Church

Professional Recognitions

Serve on district's Elementary Schools' Scheduling Committee

2004 Outstanding Educator Award presented by the Greenville Alumni Chapter of Phi Beta Sigma Fraternity, Inc.

School District of Greenville County Leadership and Management Academy
2001

Danforth Fellow, School District of Greenville County, 1997

Ben Craig Outstanding Educator of the Year
First Union National Bank, 1994

Advisory Board, Greenville County Math Hub
1993 - 2001

Minority Administrators Program (MAP)
University of South Carolina, 1992

Community Recognitions

Named Southeastern Regional director of Zeta Phi Beta Sorority, Inc. (2002)

Named Southeastern Regional Director of Zeta Phi Beta Sorority, Inc. (2002)

In 1993, was one of ten female recipients of the 4th annual Order of the Jessamine. This award was presented by the Greenville News - Piedmont, and Haywood Mall in recognition of outstanding community leadership.

Elected the first female President of the Greater Greenville Pan - Hellenic Council which enjoys a membership of more than 1,000 individuals. This council is part of a national organization whose mission includes a cooperative effort by historically black fraternities and sororities in providing leadership and community service programs.

Vice Chairman, SHARE the Future Campaign for Sunbelt Human Advancement Resources.

Named by the Greenville County Legislators as a charter member of the Greenville County's First Step Board of Directors

Appointed by Congressman Bob Inglis to serve on his Greenville area Minority Affairs Council.

Board of Directors and Current Treasurer for Save Our Sons (SOS), A community – based organization for At – Risk black males involved in the court system.

Charter Member and Former Secretary of Greenville's Progressive Women Investors Club.

First Basileus, Coordinating Founder, and charter member of the Nu Delta Zeta Chapter of the Zeta Phi Beta Sorority.

Friends of Hospice Advisory Board in Greenville, South Carolina from 1983 - 1985.

Director, Education Committee and Tutorial Program at Israel Metropolitan C. M. E. Church. Chaired the 100th Church Anniversary which included all aspects of planning week - long celebration activities for its 600 + members and community. Also, member of Lay Council, Senior Choir, and Board of Christian Education.

Formerly, a candidate for the Greenville County Library Board of Trustees for District 19, 1998.

Recipient of the Black Men United for Progress Award for Outstanding Community Leadership and Input.

Named South Carolina State Director for Zeta Phi Beta Sorority, (1996 to 2002), a national and historical Black Greek - Letter Sorority founded on the principles of Scholarship, Leadership, and Service. Member of the Southeastern Regional Board of Zeta Phi Beta Sorority, Incorporated. Under my administration and leadership, the South Carolina Chapter of Zeta Phi Beta, Incorporated have won many awards and received grants exceeding \$112,000.00. Membership growth has reached 38% in two years.

Named Southeastern Regional Director, the largest and #1 region in Zeta (2006-2008)

Named chairperson of the Committee on Religion/Race and Church/Society at St. Mark United Methodist Church. Nominated to the United Methodist Conference for Church and Society 2001 appointment.

Member Greenville – Eastside Kiwanis Club, International.

1999 recipient of the Save Our Sons (SOS) Outstanding Community Service Award.

Special Recognitions and Honors

1998 Outstanding Exemplary Leadership, National Leadership Award, Zeta Phi Beta Sorority, Incorporated.

October 9, 1999, received State Proclamation from the South Carolina State Senate and declaration of "Scarlet Harvey Black Day" in South Carolina for longtime commitment to education and continued community service. The proclamation was presented by State Senator Ralph Anderson of Greenville during the 10th Zeta Amicae State Luncheon at Reedy River Baptist Church. Dr. S. C. Cureton, former President of the largest African – American Baptist Association in the United States, is the pastor.

Senate Appointee to the South Carolina First Steps Greenville County Partnership Board 1999 to present. It is the duty of this board to identify, target, and provide those interventions that children need for early success in school.

Professional Affiliations

Phi Delta Kappa

South Carolina Association of School Administrators

South Carolina Association of Curriculum Development

International Reading Association

References

- Educational:* *Dr. Phinnize Fisher, Superintendent
School District of Greenville County*
- Dr. Penny Rogers, Assistant Superintendent for Schools, Group 1
School District of Greenville County*
- Dr. Lesley Quast
Director of Partnerships and Special Projects
Furman University
Greenville, South Carolina*
- Community:* *Dr. S. C. Cureton
Former Chairman of the Executive Board
Save Our Sons, Inc.
Greenville, South Carolina*
- Senator Ralph Anderson
State Senate District 7
Greenville, South Carolina*
- Dr. Willis H. Crosby
Executive Director
SHARE (Sunbelt Human Advancement Resources)
Greenville, South Carolina*
- Former Chief Willie Johnson
Greenville City Police Department
Greenville, South Carolina*

Educational Philosophy

My philosophy of effective educational leadership is as follows. "It takes a whole village to raise a child". This old, very popular African Proverb eloquently expresses my view on the importance of school and community coming together to enhance public school education for all of our children in this county. The "point guard" to facilitate this is the educational leader, the school principal. Let me share a good example of what I mean. While growing up in North Carolina and going to a public school in the 50's and 60's, my principal was our instructional leader, teacher, counselor, mediator, father, and friend to many of us. Before it became fashionable, he empowered his faculty, staff, and students to become leaders in the school and community and challenged everyone to never stop learning. He often told us "you can't get where you want to go, if you have not prepared yourself to get there. Therefore, keep learning, keep striving". We saw our principal as a strong participant in the educational process. We saw him as an active learner. We knew he was one of our best advocates for education. Anytime you went into his office or passed him around the school, nine times out of ten, you would find a book in his hand. Because my principal viewed himself as an educator and a learner, he had an invested interest in us and a vision that we embraced as our own. His love of learning permeated our entire school and therefore permeated our centralized community.

Based upon my childhood experiences and my fond memories of my first principal, my teachers, and the "village" that nurtured me, I feel that effective educational leadership starts within and moves outward. It is plain to see that my philosophy is rooted in the belief that effective educational leadership starts with the educational leader. The extent to which the leader is effective depends upon the leader's commitment to learning and love for children. My philosophy is also rooted in the belief that the effective educational leader must have a shared vision for all children in the school. In addition, the effective educational leader must have an unselfish willingness to invite others to be a part of the vision and have the common sense to utilize the talent and resources of others in making the vision a reality. Effective educational leadership supports positive change. It enhances the humanity in children and in the adults that are called to be effective educational leaders in their classrooms. It takes all of us, "the village", to empower our children to reach their goals. However, if they do not have a goal, "the village" must help them to develop one. An effective leader understands this!

Job Description

Job Title

Project Director, Public Choice Innovation School

Qualifications:

The person in this position should have the following credentials:

1. Minimum of Bachelor's degree in education or a related discipline.
2. Experience as a building level administrator or service Project Director.
3. Knowledge of school management procedures.
4. Knowledge in curriculum and instruction.
5. Knowledge of community resources, services, and agencies.
6. Knowledge of budgetary processes and experience in grant administration.
7. Ability to research multiple intelligence and single gender issues and best practices policies.
8. Ability to work independently and with a team, must be self-motivated and have a high energy level.
9. Knowledge of computer software and advanced computer skills.
10. Demonstrated leadership ability.

Reports to:

This person is directly responsible to the principal at Cherrydale Elementary School.

Job Goal

Assist in the planning and implementation phases of the Public Choice Innovation School and oversee all day-to-day operations of the school

Performance Responsibilities

The Project Director will:

1. Coordinate program initiatives and training supporting multiple intelligence theory, single gender initiatives, curriculum, and instruction.
2. Establish, coordinate, monitor, and sustain collaborations with all members of the partnering entity as outlined in the partnership agreement.
3. Coordinate staff development and professional growth opportunities for staff.
4. Attend required trainings and meetings.
5. Authorize purchases of all equipment and supplies for the school.
6. Manage the school innovation committee.
7. Provide direct supervision for 4th and 5th grade choice school teachers.
8. Collect, analyze, and report data.
9. Work with special needs and LEP students to ensure equitable access.
10. Monitor and approve grant allocations.
11. Work with district leadership and the school innovation committee to sustain project.

Terms of Employment

11 months based on the teacher salary pay scale

Harriet A. Walker

607 Halcyon Circle Greer, South Carolina 29650

Home: (864)963-7868 • Email: hwalker@greenville.k12.sc.us

Objective

Key Coordinator Position in Education Administration.

Profile

English Language Arts Coordinator/ Leadership Team Member/ Department Chair / 3rd Grade Teacher with 21+ years in education including more than four years of serving as an instructional consultant for colleagues. Natural leader and team builder with solid decision-making and problem-solving skills. Well developed oral and written communication skills, and interpersonal abilities. Experience in development and implementation of school improvement and curriculum programs. A resource to colleagues, supervisors, parents, and community.

“A teacher affects eternity; she can never tell where his influence stops.”

Anonymous

Education

South Carolina State Board of Education Professional Certificate (Pre K-5)
Valid Period: December 31, 2004 – June 30, 2009

South Carolina State University, Orangeburg, SC
MA. Degree in Special Education (Concentration in Learning Disabilities)

American University, Washington, DC
B.A. Degree in Early Childhood and Elementary Education
B.A. Minor Degree in Special Education (Concentration in Learning Disabilities)

Mount Ida College, Newton, Massachusetts
A.A. Degree in Human Service (Concentration in Coordinating Programs)

Leadership Experience

ELA Intervention and Assistance Coordinator (3rd – 5th Grade)

Greenville County Schools, Greenville, SC

Cherrydale Elementary School (3rd -5th)

2005 - Present

Consults 2nd – 5th grade teachers in the instructional area of English Language Arts. Assist a Furman professor with providing professional development college course to the staff of Cherrydale Elementary – Conducts Individual meetings, Grade Level meetings, and Academic Sessions with staff – Serves as a member of the Principal's Leadership Team which has been established to improve Student Achievement.

Administrator (Principal)

Clara Private School, Columbia, SC

1986 – 1988

Managed student discipline, parent and community relations – Conducted teacher observations and evaluations. – Developed school budgets and allocations – Mentored and motivated students, parents, faculty, and staff. – Interviewed, hired, and assigned school personnel.

South Carolina State Department Educational Consultant

Cherrydale Elementary School (3rd -5th)

2003 – 2005

Attended State Workshops, provided monthly reports, conducted professional development workshops for colleagues, and implemented Educational strategies an the elementary school level.

Employment History

Educator

Greenville County Schools, Greenville, SC

Cherrydale Elementary School (3rd Grade)

2004 - Present

Cone Elementary School (2nd - 3rd Grade)

2001 - 2004

Instruct students in the core instructional areas of Reading, Language, Writing, Math, Science, Social Studies, and Health – Leads and advises a team of four in the daily operation of department tasks, individual teaching responsibilities, and school-wide activities – Ensure that the 3rd grade curriculum is scheduled according to state, federal, and district requirements – Instructs students in 3rd - 5th after school in preparation for the Palmetto Achievement Challenge Test.

Denmark Technical College, Denmark, SC

Instructed and lectured in the Early Childhood Day and Night Program – Taught all core subject courses, and trained as well as supervised student teacher's field experiences

Private School, Orangeburg, SC

Walker Summer School Institute

1995 - 1998

Managed a summer school program, developed and budgeted academically centered programs, implemented the programs, hired and evaluated teacher assistants, and volunteers – Maintain a relationship with parents and business partners – Documented and report on program progress

Orangeburg County Schools

South Carolina State University, Felton Lab School

1991 - 1995

Developed and taught research based lessons to basic, intermediate, and higher level students. Conducted research based programs to be piloted and field tested for research project that I developed.

North Child Development Center, North, South Carolina

1988 - 1991

Taught and developed a curriculum for Pre-Kindergarten students.

Curriculum & Scheduling Committee Member

Cherrydale Elementary School (K4 - 5th)

Present

Cone Primary/ Sans Souci Intermediate (K4 - 5th)

8/03 - 8/04

Cone Primary School

8/01 - 8/03

– Monitor and maintain the grade level schedules through each school year.

Faculty & Staff Mentor

Cherrydale Elementary School (K4 - 5th)

Present

Cone Primary/ Sans Souci Intermediate (K4 - 5th)

8/03 - 8/04

Advise faculty and staff members through the first year of teaching in Greenville County – Mentor and motivate faculty and staff members in various school functions

SACS Achievement Committee Chair

Cherrydale Elementary School (K4 - 5th)

Present

Lead school and community in the development of a school mission, vision, beliefs, and goals – Manage a 7 member team in the development, graphing, record keeping, and analysis of the achievements of the students, faculty, and staff.

**Computer
Experience**

- ~ MicroSoft Office Word
- ~ MicroSoft Office Publisher
- ~ MicroSoft Office PowerPoint
- ~ MicroSoft Office Excel

**Educational
Grants &
Research**

- ~ Cherrydale Elementary SACS Committee Achievement Report 8/04 – 2/05
- ~ TAS Grant: Language Arts Grant 3/02 – 8/04
- ~ Blue Ribbon School Research Project 3/03
- ~ Research Papers published in the NALS Journal

**Professional
Organizations**

- ~ Metropolitan Arts Council
- ~ National Arts Education Association
- ~ Association of Future African American Administrators
- ~ South Carolina Parent Teacher Association
- ~ Pi Lambda Theta International Honor and Professional Association in Education
- ~ Kappa Delta Pi Honor Society in Education

**Professional
Honors**

- ~ Fulbright Hayes Scholar
- ~ Outstanding Women of America
- ~ American Poetic Achiever
- ~ Honors Ph.D Recipient

Timeline for Years 1 and 2

Start Date – End Date	Activity to Achieve Objective	Related Objective and Goal	Evidence that Proves Activity has been Completed OR Data to be Collected from Activity	Persons/Agency Responsible
Jan-Mar 2008	Visit to Richland School District Two to view existing single gender schools	Planning Goal, Objective 1	Information, guidance, and strategies provided by Richland 2 School District leadership	School Innovation Committee
Jan-Mar 2008	Finalize all recruitment and admissions materials and processes; begin recruitment	Planning Goal, Objective 2	Marketing/Recruitment materials; student enrollment applications	School Innovation Committee
Jan-June 2008	Design and finalize administrative policies and procedures; hire Project Director	Planning Goal, Objective 3	Administrative policies and procedures manual	School Innovation Committee
Jan-July 2008	Orient and train staff in the principles of Gardner's Theory of Multiple Intelligences and gender-specific instructional practices	Planning Goal, Objective 4	Training materials, training certificates	Department of Educational Leadership and Policies, Project Director, and choice school staff
Aug 2008 – June 2009	Provide ongoing professional development and technical assistance for choice school staff	Student Achievement Goal, Objectives 1-4	Training materials, training certificates	Department of Educational Leadership and Policies, Project Director, and choice school staff
Aug 2008 – June 2009	Incorporate professional development and training into instructional practices and techniques	Student Achievement Goal, Objectives 1-4	Application of knowledge gained from trainings in classroom instruction	Project Director and choice school staff
Aug 2009 – May 2010	Implement a system of ongoing data collection, analysis, and reporting to	Student Achievement Goal, Objectives 1-4	Student PACT scores	Project Director and choice

Timeline for Years 1 and 2

	district and school leadership, USC's Department of Educational Leadership and Policies, stakeholders, parents, and the State Department			school staff
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